DOCUMENT RESUME

ED 195 594 UD 020 765

TITLE	Reducing Violence and Vandalism in the Newark Public Schools: A Program for School Administrators.
INSTITUTION	Newark Board of Education, N.J.
PUB DATE	30 Aug 79
NOTE	195p.: Not available in paper copy due to broken print.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrator Guides: *Board of Education Policy: Discipline Problems: Educational Environment: Educational Facilities Improvement: Elementary Secondary Education: School Districts: *School Security: *Vandalism: *Violence
IDENTIFIERS	*New Jersey (Newark)

ABSTRACT

This report offers selected readings and suggestions from the literature aimed at reducing violence and vandalism in the Newark Public Schools. Section one lists facts that indicate the type and degree of problems affecting the school system. The second section presents highlights of a report and recommendations made by the Task Force on Reducing Violence and Vandalism of the New Jersey State Board of Education. Section three is a summary of recommendations for reducing school violence and vandalism derived from public hearings. A survey of principals who reported on the nature and extent of violence in schools is presented in the fourth section. Section five lists strategies to be used by school administrators to avoid student unrest. The final section presents guidelines for school discipline developed by the Pennsylvania Department of Education. (MK)

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REDUCING VIOLENCE AND VANDALISM

IN THE NEWARK PUBLIC SCHOOLS

A PROGRAM FOR SCHOOL ADMINISTRATORS

AUGUST 30, 1979

THE BOARD OF EDUCATION OF NEWARK IN THE COUNTY OF ESSEX

UD020765

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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Newark Board of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FORWARD

I have reviewed much of the literature available on violence and vandalism in the schools and offer here a list of selected readings along with suggestions gleaned from that literature which should prove helpful in reducing the potential for violence and vandalism in our schools.

Charles P. Mitchel
Co-Chairman
Violence and Vandalism Committee

COMMITTEE ON VIOLENCE AND VANDALISM

Co-Chairperson: Dr. Ronald F. Larkin - Assistant Executive Superintendent Area 11

Co-Chairperson: Charles P. Mitchel - Principal, Franklin School

Osborne Frazier	Director, Security Services
Bernice Poll	Supervisor, Child Guidance Dept.
Raymond Greenhouse	Teacher, Alyea Street School
Mary Bennett	Teacher, Barringer High School
Thelma McCloud	Parent, Avon Avenue School

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Violence and Vandalism
and How to Reduce it.

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SECTION 1

SOME FACTS

Office of Public Information
BOARD OF EDUCATION
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SOME FACTS ON THE NEWARK SCHOOL DISTRICT:

Alonzo Kittrels, Executive Superintendent

While the Newark School District greatly benefits from many of its traditional and new programs, unique to urban areas in the nation, it also must continually seek solutions to those same problems that almost all public schools today must solve, such as: use of drugs; high rates of absenteeism; teenage pregnancy; vandalism; drop-out rate; and in some grade levels, below-national norm test scores.

We are working fervently towards establishing programs where there are none; improving those programs that are not effective or expanding programs in order to meet the needs of our school-age population.

Let's first look at what exists:

○ DRUGS

We do not have actual statistics on the school-age population using drugs in our schools. We do have an estimation and the figures are not satisfactory. Drug educators exist to help the student, parent, teacher and the administrator to help us help drug users and eliminate the pusher. Through a 12-month program, we try to reach all segments of the school and immediate community to make them not only aware of the problem, but how to help prevent drug abuse in the schools and in the home.

We are currently planning a study of the extent of drug usage knowledge and attitudes in our grades 9 - 12.

We are confident that we can still help, reach, and prevent, in many cases, students before addiction stages.

○ ABSENTEEISM

You must know first of all that our mobility rate in the district is nearly 50%. This means some youngsters may transfer as many as five or six times before he or she completes the 12th grade.

This mobility is reflected in our overall attendance figures. (see "Some Facts Brochure" page 2)

Senior high school students by far hold the highest rate of absenteeism in our district for the 1978-79 school year. This grade level averaged only 76.5% attendance as compared to grades 1-8 at 88.7%. (New York City has a daily attendance of 71%.)

We are working with counselors, administrators, teachers, students and some parents on this specific problem.

○ TEEN-AGE PREGNANCY

Teen-age pregnancy has become a national concern. It has been reported that teen-age girls delivered more babies during the 1977 year than ever before.

In New York, according to a WABC-TV editorial: "teen-age girls delivered 14% of all babies born." In Newark, Planned Parenthood reported more than 6,000 girls between ages of 13-19 are unwed mothers. The editorial further stated that "more teenagers are having sex at a younger age, and as reported recently on EYEWITNESS NEWS, New Jersey considered a law that lowers the age of consent from 16 to 13. Studies released by Planned Parenthood also report that pregnancy is the leading cause of students dropping our of school.

In New York City there are five schools, and in Newark there is only one, called the Continuing Education Program for girls (C.E.P.). All of these schools have small budgets, despite the increase in the number of teenagers who need this kind of schooling."

○ TEEN-AGE PREGNANCY (continued)

C.E.P.'s enrollment last year averaged 273 students; this year, enrollment dropped to 257. This enrollment by no means indicate the number of young teens that are pregnant in the district. Some girls choose to attend the regular day school.

The C.E.P., which is an evening program, to date has not had an out-reach program. Most cases are referred through the school nurse and/or guidance counselor.

But understandably, some choose the C.E.P. which is conducted in the West Side High School building from 3 p.m. to 7 p.m., with specific guidelines, under the direction of the principal of the Newark Evening High School.

A regular curriculum is offered to the students.

But we feel strongly that our existing program is not meeting the needs of our young people presently, and a comprehensive proposal is on the drawing board to improve our program.

The hours from 3 p.m. to 7 p.m. will change to day-time 8:30 a.m. to 2:30 p.m. We are developing some of the comprehenisve services needed by young mothers, such as day care, education and training in homemaking and nutrition, health education for the mother and child, and a full-time social worker.

○ VANDALISM

Our vandalism figures do not reflect the total cost of major fires; material and equipment thefts. Nor will the figures tell you exactly how much replacement of vandalism damage costs. Figures will tell you however, how much the district has spent in actual repairs.

○ VANDALISM (continued)

The 1977-78 school year reflected a reduction of $56,835 or an 8.86 per cent over the 1976-77 year. This reduction was due in part to the increased use of lexan installation of screens and wire guards, and the redesign of large door and window glass areas, and a new student-oriented program, Project Pride.

Vandalism averages in excess of 45 per cent of the Repair and Maintenance Department's work load, and in many cases, seriously prevents the planned scheduling of other necessary and long-standing normal repairs.

The 1976-77 school year vandalism repair costs the district $721,227. In 1977-78 school year this figure decreased to $584,392.

Programs and other preventive measures are in the planning stages and hopefully can be implemented by the next school year.

○ GRADUATES AND DROPOUTS

As of August, 1978, our drop-out figures averaged a little more than 1½ per cent of the high school enrollment (14,500). Students cited many reasons for dropping out of school. The "dislike for school experience" ranking number one, "academic difficulty" second and, "employment" taking third place.

The largest number of youngsters drop out of school during the freshman and sophomore years.

We average about 2,300 graduates each year from our senior high schools. More than 60 per cent of these graduates go on to college; 18 per cent will work; 6 per cent will join the military duty or other government programs; and about 8 per cent are reported unemployed.

Again, our administrators, educators and our Board are proposing meaning-

GRADUATES AND DROPOUTS (continued)

ful programs to increase the interest of our students in the school experience. And much has been done in the way of improving curriculum each year, and again meeting the needs of our students while in school, and the job market in the future.

ALTERNATIVE SCHOOLS

The Newark district is also proud of its alternative education and the alternative schools to which students can attend.

Arts High School, the first of its kind in the country caters to the special interests young people have in art and music. Science High is dedicated to those students whose career goals point to medicine or science; University High is designed to prepare the academically gifted student for college. And, our Education Center for Youth, with its 12-month curriculum enables drop-out students to complete their high school requirements via a work-study program.

This year our district produced three National Achievement Scholarship winners:

Damien Robinson, Science High School, 4 year scholarship, Harvard, Major Biology.

Samuel Lee Crawford, Science High School, 1 year scholarship, Massachusetts Institute of Technology, Major Electrical Engineering.

Mark Clarke, Vailsburg High School, 4 year scholarship, Harvard, Major Pre-Med;

and five National Merit Certificates of Commendation winners:

Arts High School, 5 winners; Barringer High School, 1 winner; University High School, 2 winners; Vailsburg High School, 1 winner, and Weequahic High School, 2 winners.

The Newark school district has nothing to be ashamed of.

There is more to be done, problems to be solved and challenges to be met. We can do more, but only as a team working together--parents, teachers, administrators, the Board, businesses and the entire community.

SECTION 2

REDUCING VIOLENCE, VANDALISM AND DISRUPTION IN THE SCHOOLS

Highlights of
A Special Report
to the New Jersey State Board of Education
by the
Task Force on Reducing Violence and Vandalism

Fred G. Burke, Commissioner of Education
William Wenzel, Task Force Steering Director
(in cooperation with Northwest Educational Improvement
Center, Thomas Hamill, Director)

New Jersey Department of Education
225 West State Street
Trenton, New Jersey 08625

May, 1979

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May 2, 1979

This is an especially important occasion for me personally because I have the privilege at this time of formally presenting to the State Board of Education a report by the Task Force on Reducing Violence and Vandalism.

In response to a statewide concern for reducing the crime and disruption problem in New Jersey's public schools, I formed a task force last fall to develop suitable recommendations. Today is the harvest time resulting from hundreds of hours of effort by a capable and highly motivated group.

In my introductory letter to the report, I wrote: "In my opinion, no document coming before you in 1979 will be more important," consequently, I will carefully review and evaluate the task force's recommendations.

I want to be on record as saying a thorough and efficient education is unthinkable in an atmosphere of crime and disruption. It is important, therefore, that we direct our efforts at resolving the problem and that local districts address this issue with the same priority as the improvement of basic skills.

We - the board and the department - dare not wait longer for mounting a wholesale attack on this problem. Today's report should take us a long way toward focusing an all-out statewide effort by everyone concerned — state government, state educational associations, local educators, parents, and the public.

Fred G. Burke
Commissioner

EXAMPLES OF THE PROBLEM IN NEW JERSEY

The incidents related below actually occurred. They are part of three volumes of testimony recorded during the task force's public hearings on reducing violence and vandalism in New Jersey schools.

TESTIMONY ABOUT VANDALISM

"...Just recently, say a week or ten days ago, the football equipment, newly purchased shoulder pads, helmets, maybe some shoes, three or four dozen brand-new jerseys, were stolen from the building (a senior high school)."

"Yes, it was two or three weeks ago that the lavatories were being blown apart by these things that were halfway between a cherry bomb and halfway between a stick of dynamite..."

"...Acts of vandalism included the destruction of building ceilings, electrical switches and receptables, mirrors, paper and soap dispensers, water closet partitions, windows, signs, lighting fixtures, telephones, water fountains, stairway banisters, bathroom fixtures, auditorium seats, doors and painted walls..."

TESTIMONY ABOUT VIOLENCE

"...We find there are students that will not go to the lavatory. Students are attacked in certain areas of the school (high school) and will not go back to those areas. Students refuse to appear in school because they are afraid of being attacked or bullied by other students and that's just one aspect that deals with the educational training of the child..."

"...The parent who came back immediately after this encounter (an incident involving an attack upon a school staff member) was dangerously irate. She virtually terrorized everyone; absolutely terrorized the administration, the students, the staff, with— it was incredible..."

TASK FORCE

The task force consisted of a diversified group of individuals from local school districts, state educational associations and governmental agencies. It included school board members, housewives, parents, teachers, principals, superintendents, attorneys and directors of school security. Collectively, the task force members were also conversant with urban, suburban and rural problems.

TASK FORCE MEMBERS

William Wenzel, Task Force Steering Director (Department of Education)
Harold Bills (New Jersey Association of School Business Administrators)
Dewey Bookholdt (New Jersey Association of Secondary School Principals)
Earl Brancolino (Department of Education)
Leon Colavita (Department of Education)
Marcia Deitz (New Jersey School Boards Association)
M. Kathleen Duncan (Department of Law and Public Safety)
Elizabeth Fleisch (New Jersey Congress of Parents & Teachers)
Osborne Frazier (President, New Jersey Council of School Security Administrators)
Philip Geiger (New Jersey Association of School Administrators)
Thomas Hamill (Director, E.I.C./N.W.)
Russell Hunchar (New Jersey Association of Elementary School Principals)
Harry Knobloch (New Jersey Education Association)
William Mathis (Department of Education)
Anne Paskow (Department of Law and Public Safety)
John Pietrowicz (New Jersey Education Association)
William Searle (Department of Education)
Barry Semple (Department of Education)
Carl Swanson (Department of Education)

TASK FORCE MEMBERS (continued)

Helen Szabo (Attorney General's Office)

Edwin York (Department of Education)

Steven Zamrin (Department of Public Advocate)

TASK FORCE CONSULTANTS

Ronald Butcher (Department of Education)

William Currie (Department of Education)

Robert Gastauer (E.I.C./N.W.)

Matthew Glowski (New Jersey School Boards Association)

THE CHARGE

In November, 1978, at the request of P. Paul Ricci, president of the State Board of Education, and by the order of Commissioner Fred G. Burke, a Department of Education Task Force was formed.

Its steering director, Dr. William Wenzel, assistant commissioner of education, Division of Vocational Education and Career Preparation, and the committee members were charged with the following:

* to assemble for the purpose of beginning a six-month study of the effectiveness of various methods for reducing violence and vandalism in New Jersey's schools;

* to report the task force findings and recommendations to the State Board of Education at its May, 1979, meeting;

* to include in the task force membership appropriate department personnel, representatives of educational associations and representatives from the offices of the public advocate and attorney general; and,

* to insure that one or more of the Educational Improvement Centers (EICs) be involved in and make a major contribution to the study.

The following is the Task Force on Violence and Vandalism's response to that charge.

THE PROCESS

In attempting to fulfill its assignment to study various strategies for reducing violence and vandalism in the schools, the Task Force on Reducing Violence and Vandalism reviewed national and state studies, held public hearings, visited nine schools and used the expertise of task force members and special consultants.

According to the National Institute of Education's Safe School Report to the Congress (1978), the following six strategies were identified as having the "highest promise" in successfully reducing crime and disruption in the schools:

a. discipline and supervision;

b. training and organization change;

c. parental, community involvement;

d. improve school climate;

e. security devices and personnel; and,

f. curriculum and counseling.

By combining the six categories of strategies, the task force was divided into the following four committees:

1. The Committee on Discipline and Supervision;
2. The Committee on Security Devices and Security Personnel;
3. The Committee on Organizational Change and Improving School Climate; and
4. The Committee on Parental and Community Involvement.

Much of the information the task force used was based on 18 hours of testimony given during three public hearings. The public hearings involved about 100 persons from various sections of the state and resulted in three volumes of testimony.

The task force also made one-day visits to schools of varying size, those which represented urban, suburban and rural communities and those having varying degrees of crime and disruption. Suggestions were sought from parents, students, administrators, school staff, local police and community persons.

The task force members also met with Richard J. Hughes, chief justice of the Supreme Court. The meeting included prosecutors, judges, and members of local police agencies. Some of the consultants to the task force were students who had served on other vandalism reduction projects, members of educational associations and security personnel.

THE REPORT

WHAT THE REPORT IS

This report is a "call for action" to halt the advance of crime and disruption in our schools.

It is a response to a "cry for help" coming from New Jersey's students, parents, school employees and community leaders.

The public is gaining a greater awareness, daily, of the problem of crime and disruption in our schools and is wondering, not whether the state system of education is capable of being thorough and efficient, but rather whether, due to this problem, it is capable of surviving at all.

It is addressed, through the State Board of Education, to all people capable of helping alleviate this increasingly serious situation. New Jersey is not unique in this regard. Nationwide, acts of crime and disruption in the schools are an ever-growing concern.

Through the presentation of recommendations which represent a comprehensive, statewide, long-range attack upon the problem, it is possible to form the framework for a common front from which to fight. A front, composed of New Jersey's educational leaders, dedicated to reducing the anxiety created among the citizenry and the danger and destruction created in our schools.

The task force looks to the State Board of Education and the Commissioner of Education for guidance. Through an appropriate response to the task force recommendations, they are being asked to provide that guidance to the thousands of students and school personnel seeking help.

WHAT THE REPORT IS NOT

This report is by no means meant to serve as a substitute for action among New Jersey's educational leaders, nor is it meant to alarm.

The task force describes the crisis as "crime and disruption" (not "violence and vandalism") because it involves not only what the statutes and the courts determine is "crime," but also what school principals and boards of education determine is "disruption." Both types of determinations are essential in addressing the problem.

A SUMMARY OF THE 47 RECOMMENDATIONS

The recommendations presented by the task force are designed to:

1. improve state-level capabilities in reducing crime and disruption in the schools;
2. assist the local school or district in the task; and,
3. assist local school/community cooperation in addressing the problem.

A. EIGHTEEN RECOMMENDATIONS TO IMPROVE STATE-LEVEL CAPABILITIES FOR REDUCING CRIME AND DISRUPTION:

Recommendation 1 - Departmental Office to Prevent Crime and Disruption

A departmental Office to Prevent Crime and Disruption should be established to report directly to the commissioner of education. The office would serve as a liaison between various state and federal agencies, collect, analyze and disseminate information on crime and disruption. It should have regulatory and funding responsibilities.

Recommendation 2-4 - Certification, Qualifications and Other Requirements for School Personnel

Teacher and principal certification requirements should be supplemented with courses which are related to:

a. disruptive students;

b. the state's juvenile justice system;

c. preventing or reducing crime and disruption; and,

d. protecting property and personnel.

Recommendation 5 - State Interagency Coordinating Council for Reducing Crime and Disruption in the Schools

The Governor should be asked to create a continuing State Interagency Coordinating Council for Reducing Crime and Disruption in the Schools. The

Council would be an interdepartmental effort which would make recommendations to all state agencies and branches which could assist in reducing school crime.

Recommendation 6 - Reporting Crime to the Police

Legislation or educational statute should be supported to require local school staff to report suspected criminal acts to police and to protect school staff from being penalized or harrassed for reporting the incidents or from participating in court hearings.

Recommendation 7 - Data Collection

The departmental Office to Prevent Crime and Disruption should draft regulations for administering the collection of data on violence and vandalism in the schools.

Recommendation 8-13 - Juvenile Justice System

The Governor should be asked to call for a review of the state's juvenile justice system. Legislation should be supported which would strengthen existing statutory criteria for trying juveniles. County task forces on reducing crime and disruption in the schools should include the county prosecutor's offices and local educational officials.

Recommendation 14-17 - Funds for Needed Efforts in Reducing Crime in the Schools

Legislation should be supported to revise the New Jersey Public School Safety law to provide funds for the departmental Office to Prevent Crime and Disruption. The Department of Education should consider reimbursing local districts for special programs in resolving crime and disruption in the schools. The Commissioner should consider crime and disruption as a factor in cap waiver decisions. Districts should be encouraged to seek various sources of revenue to reduce such incidences in the schools.

Recommendation 18 - Law Revision

The State Board of Education should encourage various state departments to participate in revising state laws regarding juveniles.

B. TWENTY-FIVE RECOMMENDATIONS TO IMPROVE LOCAL SCHOOL AND LOCAL DISTRICT CAPABILITIES FOR REDUCING CRIME AND DISRUPTION

Recommendation 19-25 - Discipline and Governance

Legislation should be sought to require local districts to develop and distribute a written discipline code to students, their families and school staff, and to draft and disseminate a staff policy manual defining administrative expectations of the school staff to maintain discipline and order. Other legislation which should be supported calls for providing a policy for "search and seizure" in the school.

Recommendation 26-28 - Defense of School Staff Persons

Legislation should be supported which would call for suspension and/or expulsion for students who have been found guilty of assaulting school staff persons. Other legislation suggested would require local boards of education to provide advice to school staff members on legal alternatives related to criminal acts committed against school staff members and to maintain adequate insurance coverage to reimburse school staff or suits initiated because they defended persons from acts of violence.

The department should also participate in drafting and disseminating a "Manual on Criminal and Civil Law for School Administrators."

Recommendation 29-34 - Curriculum and Counseling

Local school boards should be encouraged to seek intervention programs for children who demonstrate learning disabilities in grades 1-4. Local boards should also outline provisions to help recognize and reduce child abuse. Federal and state legislation should be supported to modify the child labor laws to

allow 14 and 15 year old juvenile offenders to be involved in cooperative vocational education programs and to permit juvenile offenders to be sent to a residential Job Corps Center for rehabilitation.

Recommendation 35-36 - School Attitudinal Climate

School staff and school boards should become more sensitive to individuals and should be made aware that they serve as behavior models for students.

Recommendation 37-38 - Teacher/Student Relationship

Class size and the capacity of the school should be considered when attempting to eliminate crime and disruption. Special in-service training should be encouraged for schools with serious problems of crime and disruption.

Recommendation 39-40 - Reporting of Crime

Principals should report all incidences of crime to the local police and the county education office.

Recommendation 41-43 - Facility Security

Legislation should be sought which would provide major penalities for trespassing on school property. A security coordinator should be established in each district. A routine check should be required on the conviction records of all prospective school staff members.

C. FOUR RECOMMENDATIONS TO IMPROVE LOCAL SCHOOL/COMMUNITY COOPERATION FOR REDUCING CRIME AND DISRUPTION

Recommendation 44-47 -

Local boards should develop a police liaison program and a local community advisory group. Boards should encourage greater community use of schools. Schools with serious problems of crime and disruption should be required to plan and implement locally-developed programs to reduce crime and disruption.

FISCAL SUMMARY

It is estimated that to implement the task force initiatives it will cost $2.5 million in both fiscal year 1980 and 1981.

It is important to note, however, that in fiscal year 1975, local districts spent about $2.2 million to replace glass breakage resulting from vandalism. Another $2.83 million was spent for fire, theft and property destruction.

It must be recognized that without additional funds for reducing crime and disruption in the schools, proposed recommendations will have limited impact.

*The cost for state-level capabilities are estimated at: $294,053 in FY 1980 and $255,429 in FY 1981.

*The cost for local school district capabilities are estimated at $2,110,957 for FY 1980 and $2,144,821 for FY 1981.

*The cost for local school/community cooperation are estimated at $95,000 for FY 1980 and $99,750 for FY 1981.

FISCAL AND LEGAL DIMENSIONS

(Highlights)

Of the total 47 recommendations proposed by the task force, at least 30 call for changes in state statutes, state administrative code, and federal laws or regulations. The proposed initiatives call for 29 modifications in state law and two recommendations concerning federal law.

TOPICAL INDEX TO RECOMMENDATIONS

To assist the reader in quickly finding a specific recommendation, a brief topical index to the numbers of the recommendations is provided.

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1. RECOMMENDATIONS TO IMPROVE STATE LEVEL CAPABILITIES FOR REDUCING CRIME AND DISRUPTION

A. A Departmental Office to Prevent Crime and Disruption

Recommendation 1:

Within the Department of Education, an Office to Prevent Crime and Disruption should be established, reporting directly to the Commissioner of Education. Its major responsibilities should include:

1. Collecting, analyzing and reporting data on school violence and vandalism (N.J.S. 18A:4-29-1 et seq.);
2. Administration of the Public School Safety Act (N.J.S. 18A:17-42 et seq.);
3. Implementing of those initiatives provided by the Task Force on Reducing Violence and Vandalism which become adopted by the State Board of Education;
4. Providing leadership, guidelines and assistance for the development of written disciplinary and staff policies by local districts (see Recommendations 19 and 20);
5. Determining when a local school will be required to develop an acceptable "Program to Reduce Crime and Disruption," prepared by a local school/community committee for that specific school; providing guidelines for the development of such programs; and, approving or disapproving of such programs (see Recommendation 45);
6. Providing technical assistance needed for: local planning; the purchase of security devices; and the inclusion of anti-vandal approaches in the development of new facilities or the improvement of existing facilities;
7. Acting as an agent for state and federal funds for reducing school crime and disruption, dispersing such funds, and being accountable for such funds;

8. Coordinating training programs on the reduction of crime and disruption, for certificated and non-certificated personnel, such as:
   a. principals and other administrators;
   b. teaching staff members;
   c. local security coordinators;
   d. security guards and supervisors;
   e. secretarial, maintenance, food service, transportation, and custodial personnel;
   f. local coordinators for community involvement; and
   g. school board members
9. Providing liaison with:
   a. the state's systems of juvenile justice and family services; and
   b. relevant federal agencies
10. Providing a clearinghouse of information related to crime and disruption in the schools and its prevention, including:
   a. assisting with information about: local alternative programs; regional or state centers or schools for expelled students; and, special schools of instruction for dependent and delinquent persons under 16 years of age (N.J.S. 18A:47-1);
   b. providing information related to the placement of students in regional or state centers or schools for expelled students;
   c. providing information concerning the availability of funding for preventing school crime and disruption; and
   d. assisting with curriculum and program information

TASK FORCE RATIONALE: To provide long-term relief from problem not possible without a state agency spearheading effort.

To respond to district need for state direction and support. To reassure the public and confirm the importance with which the problem is viewed by the Department of Education.

ACTION NEEDED: State Legislation, N.J. Administrative Code (N.J.A.C.) modifications and funding.

FISCAL DIMENSION : $140,687 appropriated for FY 1980; $147,270 appropriated for FY 1981 and annual budget provision each year thereafter.

TIME DIMENSION: Legislation, N.J.A.C. modifications and funding by December of 1979 with office operational by December of 1980.

B. Certification, Qualifications and Other Requirements for School Personnel

Recommendation 2:

Teacher certification requirements should be supplemented to require the inclusion of the following pre-service course content:

1. Classroom management related to disruptive students and the state's juvenile justice system; and
2. Community involved strategies for: preventing or reducing crime and disruption; and, protecting property and personnel.

TASK FORCE RATIONALE: To insure that teachers are formally prepared to face the problem through a general orientation to crime in the schools and instruction in classroom management techniques that are effective in controlling disruptive students.

ACTION NEEDED (Recommendation 2 - 4): Revisions to N.J.A.C. and appropriate action by the proposed departmental Office to Prevent Crime and Disruption.

FISCAL DIMENSION (Recommendation 2 - 4): $100,000 appropriation for FY 1980; $50,000 appropriation for FY 1981. No further funding is anticipated thereafter.

TIME DIMENSION: Implemented and operative by end of FY 1981.

Recommendation 3:

Certification requirements for principals should be supplemented to require the inclusion of the following pre-service course content:

1. Community-involved strategies for the principal to take in: preventing or reducing crime and disruption; and protecting property and personnel; and,
2. The state's juvenile justice system.

TASK FORCE RATIONALE: To insure that principal understands thoroughly how to relate to police, the juvenile justice system and the community.

ACTION NEEDED: Refer to Recommendation 2.

FISCAL DIMENSION: Refer to Recommendation 2.

TIME DIMENSION: Refer to Recommendation 2.

Recommendation 4:

Qualifications and training for school security personnel should be specified by the Office to Prevent Crime and Disruption.

TASK FORCE RATIONALE: To provide official standards for local school security personnel training and qualifications which do not now exist and in response to a widely felt statewide basic need.

ACTION NEEDED: Refer to Recommendation 2.

FISCAL DIMENSION: Refer to Recommendation 2.

TIME DIMENSION: Refer to Recommendation 2.

C. State Interagency Coordinating Council for Reducing Crime and Disruption in the Schools

Recommendation 5:

The Governor should be requested to establish a State Interagency Coordinating Council for Reducing Crime and Disruption in the Schools with the responsibility for making recommendations to all state agencies and branches of state government, which, in the Council's view, could assist in reducing this problem.

It should be suggested to the Governor that the following groups be represented on the Council: state educational associations; the Chief Justice of the Supreme Court; the Department of Education; the Department of Law and Public Safety; the Department of the Public Advocate; youth and family services agencies; juvenile judges; county prosecutors; local law enforcement officers; drug and alcohol abuse agencies; students; and, parents.

TASK FORCE RATIONALE: Reducing crime and disruption in the schools requires interdepartmental effort and the governor's support. A permanent coordinating council should provide a flexible mechanism to deal with the complexity and enormity of the problem.

ACTION NEEDED: Governor's action.

FISCAL DIMENSION: $20,000 appropriation for FY 1980; $21,000 appropriation for FY 1981 and continued annual budget provisions in years thereafter.

TIME DIMENSION: Council formed and at work by end of 1980 and working continuously in years thereafter.

D. Reporting Crime to the Police

Recommendation 6:

Legislation and/or administrative code should be supported:

1. To require local school staffs to report suspected criminal acts promptly and fully to the local police; and
2. To protect such school staff persons from those who seek to penalize or cause reprisals on them for their reporting a crime, or for their participating in a court hearing for court action related to reporting a crime.

TASK FORCE RATIONALE: To insure the prompt and complete reporting of crime by schools to police in a non-threatening atmosphere of partnership.

ACTION NEEDED: N.J.A.C. modifications.

FISCAL DIMENSION: No funds necessary to implement.

TIME DIMENSION: Operative by June of 1980 and continuing in years thereafter.

E. Data Collection

Recommendation 7:

To assure that the law concerning the collection and reporting of data on acts of school violence and vandalism (N.J.S. 18A:4-29.1 et seq.) is effectively fulfilled, regulations concerning its administration should be drafted by the proposed departmental Office to Prevent Crime and Disruption.

TASK FORCE RATIONALE: To respond to a projected need for rules and regulations to implement the violence and vandalism data collection and reporting system (Chapter 183, Laws of 1979).

ACTION NEEDED: Action by departmental Office to Prevent Crime and Disruption.

FISCAL DIMENSION: No funds necessary to implement.

TIME DIMENSION: Operative by January of 1980.

F. The Juvenile Justice System

Recommendation 8:

The Governor should be requested to direct that there be an immediate and thorough review of New Jersey's juvenile justice system in order that:

1. It functions promptly;
2. It deters criminal actions by juveniles; and
3. It provides a number of possible alternatives to assist juveniles in effective behavior modification and rehabilitation.

TASK FORCE RATIONALE: To re-instill respect in the juvenile justice system by school staff members, students, parents and the community through the improvement of its promptness, effect and flexibility.

ACTION NEEDED (Recommendation 8 - 13): Initially, action will be needed by the Governor, Attorney General and Commissioner of Education. A study process must be instituted and thereafter legislation and N.J.A.C. modification must be instituted.

FISCAL DIMENSION: No funding necessary.

TIME DIMENSION: Initial action by December of 1979; study process initiated through December 1980; Legislation and N.J.A.C. modification by June 1981.

Recommendation 9:

Legislation should be supported to:

a. change the statutory criteria established for judges when considering a charge of assault and battery on a school employee by a person 14 to 18 years of age, to increase the possibility of charging the juvenile as an adult;

b. permit juvenile judges to fine juvenile offenders as appropriate; and,

c. permit juvenile judges to require a juvenile offender's parents to attend counseling.

TASK FORCE RATIONALE: To insure greater flexibility for juvenile judges which will permit them to more effectively reduce recidivism. Since major problems exist concerning the liability of juveniles 14 years and older, juvenile judges should be able to use fining and require parent counseling.

ACTION NEEDED: See Recommendation No. 8.

FISCAL DIMENSION: See Recommendation No. 8.

TIME DIMENSION: See Recommendation No. 8.

Recommendation 10:

Legislation should be supported to provide additional alternatives available to juvenile judges in seeking to rehabilitate juvenile offenders. Such alternatives should include:

a. requiring juvenile offenders to provide appropriate restitution to victimized persons or institutions;
b. assigning juvenile offenders to conservation corps type programs;
c. assigning juvenile offenders to alternative programs or schools sponsored by local districts or the Department of Education; and,
d. assigning juvenile offenders to rehabilitation programs sponsored by the juvenile justice system.

TASK FORCE RATIONALE: To provide programs of appropriate restitution that are systematic, consistent and related to the offense and give judges more flexibility, than they now have, in the assignment of juvenile offenders to rehabilitation programs.

ACTION NEEDED: See Recommendation No. 8.

FISCAL DIMENSION: See Recommendation No. 8.

TIME DIMENSION: See Recommendation No. 8.

Recommendation 11:

Legislation should be supported to require that juvenile and domestic relations courts promptly report their court findings and decisions concerning a juvenile offender to the principal of the public school where the juvenile offender is currently enrolled, in order that such information:

a. will be used by the principal in planning programs that are relevant for the juvenile offender; and,

b. will not be used for purposes of the student's permanent school records.

TASK FORCE RATIONALE: To provide the courts and local school principals, through improved communication, with better opportunities to assist in juvenile offenders' rehabilitation.

ACTION NEEDED: See Recommendation No. 8.

FISCAL DIMENSION: See Recommendation No. 8.

TIME DIMENSION: See Recommendation No. 8.

Recommendation 12:

Legislation and/or administrative code should be supported to:

a. make it more difficult for juveniles to acquire alcoholic beverages, drugs or drug related equipment;

b. provide more severe penalties for those guilty of selling alcohol, or drugs, to juveniles; and,

c. in appropriate situations, hold parents or guardians liable for damage done to property by their juvenile children.

TASK FORCE RATIONALE: To provide proposed remedies to alleviate the increasing problem of drug and alcohol use by students in New Jersey schools. Some suggested remedies could include: official state or county photograph-type identification cards; raising the drinking age; and eliminating sales of drug related equipment near schools.

ACTION NEEDED: See Recommendation No. 8.

FISCAL DIMENSION: See Recommendation No. 8.

TIME DIMENSION: See Recommendation No. 8.

Recommendation 13:

The Attorney General and the Commissioner of Education should be requested to encourage County Prosecutors' Offices and local educational officials to form county task forces on reducing crime and disruption in schools. Such county task forces would meet regularly to develop cooperative approaches to this task.

TASK FORCE RATIONALE: To increase cooperation between educators and county prosecutors by the development of county task forces.

ACTION NEEDED: See Recommendation No. 8.

FISCAL DIMENSION: See Recommendation No. 8.

TIME DIMENSION: See Recommendation No. 8.

G. Funds for Needed Efforts in Reducing Crime in the Schools

Recommendation 14:

Legislation should be supported to revise New Jersey's Public School Safety Law in order to provide state funds for a Departmental Office to Prevent Crime and Disruption and for its activities.

TASK FORCE RATIONALE: Since little progress can be made without an appropriate funding base, the Public School Safety Law should be revised to provide the $2.5 million necessary to implement the task force recommendations.

ACTION NEEDED: Legislative and Departmental action necessary.

FISCAL DIMENSION: Contained within the recommendations themselves, please refer to them. (Recommendations 14-17)

TIME DIMENSION: Funds available by July of 1980 and thereafter.

Recommendation 15:

The Commissioner should include the local district's efforts to reduce crime and disruption in the schools as one of the criteria for making cap waiver decisions.

TASK FORCE RATIONALE: A resolution of the budget cap problem is inevitable if schools are to become safer places to learn.

ACTION NEEDED: See Recommendation No. 14.

FISCAL DIMENSION: See Recommendation No. 14.

TIME DIMENSION: See Recommendation No. 14.

Recommendation 16:

The State Department of Education should reallocate its funding priorities and provide funds to:

a. reimburse part of the costs of local school districts for alternative programs, and special programs and services for students who are violent, verbally abusive, drug offenders, or chronically disruptive (see Recommendation 34); and,

b. provide county or regional educational and rehabilitation centers for those students who have been excluded from a public school by expulsion (see Recommendation 21).

TASK FORCE RATIONALE: To insure curriculum relevancy and good discipline, two new alternatives are needed in the state's educational system:

a. local school alternative programs; and,

b. county or regional educational and rehabilitation programs for expelled students.

ACTION NEEDED: See Recommendation No. 14.

FISCAL DIMENSION: See Recommendation No. 14.

TIME DIMENSION: See Recommendation No. 14.

Recommendation 17:

Local school officials should be encouraged to investigate the possibilities and advantages of utilizing funds or assistance from a number of sources for making school facilities more free from crime and disruption; examples of such are:

a. local Prime Sponsors for the Federal Comprehensive Employment and Training Act (P.L. 95-524) should be approached to determine the availability of such funds to a local school district to provide on-the-job training and temporarily subsidized salaries for security guards; and,

b. local municipalities and counties should be approached to determine how schools may benefit from community plans for controlling crime, under federal funds from the Omnibus Crime Control and Safe Streets Act of 1968 (P.L. 90-351), administered by the State Law Enforcement Planning Agency.

TASK FORCE RATIONALE: To encourage local school officials' initiative in investigating other possible funding sources.

ACTION NEEDED: See Recommendation No. 14.

FISCAL DIMENSION: See Recommendation No. 14.

TIME DIMENSION: See Recommendation No. 14.

H. Law Revision

Recommendation 18:

Overtures should be made by the State Board of Education to appropriate departments of state government in order that all statutes and administrative codes concerning juveniles might be correlated and streamlined.

TASK FORCE RATIONALE: In order to revise New Jersey's laws concerning juveniles, an interdepartmental effort is necessary and the State Board of Education should encourage wide involvement in this process.

ACTION NEEDED: Study process leading to legislation and NJAC changes.

FISCAL DIMENSION: $24,751 appropriation in FY 1980; $31,196 appropriation in FY 1981. No funding necessary thereafter.

TIME DIMENSION: Legislation and N.J.A.C. modifications implemented by June of 1981, after appropriate study process completed.

2. RECOMMENDATIONS TO IMPROVE LOCAL SCHOOL AND LOCAL DISTRICT CAPABILITIES FOR REDUCING CRIME AND DISRUPTION

A. Discipline and Governance

Recommendation 19:

Legislation and/or administrative code should be supported to require that:

a. every local district shall develop a written discipline code and publish it in the form of a handbook containing a digest of relevant state laws and local regulations concerning student and parental responsibilities and rights;

b. principals shall distribute such handbooks to every student, family and school staff person at the beginning of every school year, and at other times as appropriate; and,

c. the State Department of Education's Office to Prevent Crime and Disruption shall provide leadership for developing local discipline codes and handbooks.

TASK FORCE RATIONALE: The first step to an orderly or safe school is to insure that minimal rules of conduct are well understood. To do this, district handbooks on the subject should be widely distributed and enforced.

ACTION NEEDED: Legislation; N.J.A.C. changes and Departmental initiatives

FISCAL DIMENSION: $1,010,000 appropriated in FY 1980; $1,050,000 appropriated in FY 1981 and continued appropriations each year thereafter. (For Recommendations 19-25)

TIME DIMENSIONS: All appropriate legislation and other actions should be implemented by June of 1980 so that alternative schools recommended could be open by December 1980 and operating thereafter.

Recommendation 20:

Legislation and/or administrative code should be supported to require that:

a. every local district shall develop a written policy concerning the responsibilities and rights of school staff members in maintaining discipline and order; included in the policy shall be a digest of relevant state laws and local regulations;

b. principals shall distribute such written policies to all school staff members at the beginning of every school year, and at other times as appropriate; and

c. the State Department of Education's Office to Prevent Crime and Disruption shall provide leadership for developing local discipline codes and handbooks.

TASK FORCE RATIONALE: To provide for an orderly school, the administrations' expectations of school staff must be clearly defined and available in a staff policy manual.

ACTION NEEDED: See Recommendation No. 19.

FISCAL DIMENSION: See Recommendation No. 19.

TIME DIMENSION: See Recommendation No. 19.

Recommendation 21:

Legislation, administrative code, and funding should be supported to provide alternative schools within counties or regions of the state to be developed and operated at state expense and state direction to meet the educational and rehabilitation needs of students who have been excluded from a public school by expulsion.

TASK FORCE RATIONALE: To provide disruptive students with appropriate local district programs and with a district option that, if a student is expelled, there is a county or regional alternative school available to the student in need of rehabilitation. Such county or regional model exists in Pennsylvania, and said schools should be state supported. This recommendation's impact should be understood in concert with Recommendation No. 34.

ACTION NEEDED: See Recommendation No. 19.

FISCAL DIMENSION: See Recommendation No. 19.

TIME DIMENSION: See Recommendation No. 19.

Recommendation 22:

Legislation and/or administrative code should be supported to establish procedures for search and seizure within public schools by school administrators, specifying:

a. permissible uses of lockers and other jointly controlled school property;

b. that lockers and such property shall be subject to periodic inspections for contraband; and

c. that written policies will be developed by local school districts on the basis of guidelines provided by the State Department of Education's Office to Prevent Crime and Disruption.

TASK FORCE RATIONALE: Current policies and procedures need to be classified and disseminated concerning search and seizure in order to make possible an effective approach to reducing crime and disruption in the schools.

ACTION NEEDED: See Recommendation No. 19.

FISCAL DIMENSION: See Recommendation No. 19.

TIME DIMENSION: See Recommendation No. 19.

Recommendation 23:

Legislation should be supported so that a student who, after due process, has been found to have assaulted a school staff person, shall be suspended by the school principal and shall be recommended by the superintendent to the local board of education for an expulsion hearing.

TASK FORCE RATIONALE: To make assaults on school staff persons a more serious offense in the eyes of students, parents, staff and the community, so as to establish a greater "inevitability" of administrative procedures leading to a board of education determination of the matter through due process.

ACTION NEEDED: See Recommendation No. 19.

FISCAL DIMENSION: See Recommendation No. 19.

TIME DIMENSION: See Recommendation No. 19.

Recommendation 24:

The Department of Education should include a review of disciplinary policy and activity in the "Thorough and Efficient" monitoring process.

TASK FORCE RATIONALE: A disciplinary policy and activity should be included in the T&E monitoring process.

ACTION NEEDED: See Recommendation No. 19.

FISCAL DIMENSION: See Recommendation No. 19.

TIME DIMENSION: See Recommendation No. 19.

Recommendation 25:

The State Department of Education should cooperate fully with the Special Joint Committee of the County Prosecutors Association of New Jersey and the Division of Criminal Justice to prepare, sponsor, produce and disseminate "A Manual on Criminal and Civil Law for School Administrators."

TASK FORCE RATIONALE: The task force was encouraged to assist in the development of a law manual for school administrators.

ACTION NEEDED: See Recommendation No. 19.

FISCAL DIMENSION: See Recommendation No. 19.

TIME DIMENSION: See Recommendation No. 19.

B. Defense of School Staff Persons

Recommendation 26:

Legislation and/or administrative code should be supported to require local boards of education to provide advice on legal alternatives related to criminal acts committed against school staff members, arising in the course of their employment.

TASK FORCE RATIONALE: To insure that school staff persons receive adequate legal support from their local boards of education.

ACTION NEEDED: Legislation and N.J.A.C. changes.

FISCAL DIMENSION: No funding necessary to implement.

TIME DIMENSION: Once legislated, such a system could be operative by December of 1980.

Recommendation 27:

Legislation should be supported to require that local boards of education shall maintain adequate insurance coverage to reimburse a school staff member for that person's payment of physical or property damage claims resulting from that person's lawful response to violence or vandalism in a school.

TASK FORCE RATIONALE: To insure that teachers, obeying their board's policies, are insured against loss from suits arising over their defense of a student involved with a violent student.

ACTION NEEDED: See Recommendation No. 26.

FISCAL DIMENSION: See Recommendation No. 26.

TIME DIMENSION: See Recommendation No. 26.

Recommendation 28:

Legislation should be supported to provide that any person who commits an assault upon a teaching staff member, board member, or other employee of a Board of Education who is acting in the performance of his/her duties and in a situation where his/her authority to so act is apparent, or who commits such an assault as a result of the victim's relationship to an institution of public education of this state, shall be guilty of an aggravated assault.

TASK FORCE RATIONALE: To give school staff persons the same legal protections afforded firemen and policemen.

ACTION NEEDED: See Recommendation No. 26.

FISCAL DIMENSION: See Recommendation No. 26.

TIME DIMENSION: See Recommendation No. 26.

C. Curriculum and Counseling

Recommendation 29: 2

The State Board of Education should encourage local boards of education to:

a. Identify learning disabilities among young children and more promptly begin appropriate services; and,

b. Identify children who demonstrate chronically disruptive behaviors during grades 1-4 and, following due process, promptly begin appropriate intervention programs and services, including adequate attention to their emotional, health and social needs.

TASK FORCE RATIONALE: To insure that learning disabled and those displaying various disruptive behaviors receive due process in the assignment of appropriate programs and services. Earlier attention and intervention concerning emotional, health and social needs of these children is stressed in order that they not develop into violent and disruptive adolescents and adults.

ACTION NEEDED: Initial action must commence with state board resolution, legislation and N.J.A.C. modification with further legislative and code changes and the implementation of alternative programs. In addition, federal legislation and regulation would eventually be desirable.

FISCAL DIMENSION: $789,562 appropriation in FY 1980; $764,784 appropriation in FY 1981 and further budget appropriations each year thereafter.

TIME DIMENSION: State Board resolution, legislation and N.J.A.C. modification could be accomplished by December of 1980. Alternative programs could be implemented sometime between July and December of 1980 and federal legislation and regulations could be sought and/or instituted between January and June of 1981.

Recommendation 30:

5 Legislation and/or administrative code should be supported to require local boards of education to include in their educational programs appropriate provisions for reducing present and future child abuse by means of:

a. instruction in parenting;

b. instruction in child development; and

c. preparation of school staff persons to recognize the symptoms of child abuse.

TASK FORCE RATIONALE: Abused children frequently become abusive children, youths and adults. Appropriate instructional programs and staff sensitivity are proposed to break this cycle.

ACTION NEEDED: See Recommendation No. 29.

FISCAL DIMENSION: See Recommendation No. 29.

TIME DIMENSION: See Recommendation No. 29.

Recommendation 31:

Legislation and/or administrative code should be supported to require local boards of education to include in the elementary school curriculum, appropriate programs to promote respect for the law and to assist students in becoming law-abiding citizens. Such programs should include, but not necessarily be limited to:

a. methods of resolving conflict through non-violent means;

b. enhancement of both self-esteem and respect for others;

c. enhancement of respect for property; and,

d. ways of avoiding being a victim of crime.

TASK FORCE RATIONALE: To insure that elementary schools have the programs needed that emphasize non-violent attitudes and build the respect for self, others and property.

ACTION NEEDED: See Recommendation No. 29.

FISCAL DIMENSION: See Recommendation No. 29.

TIME DIMENSION: See Recommendation No. 29.

Recommendation 32:

Federal and state legislation and/or administrative code should be supported to modify child labor laws to permit the employment of fourteen and fifteen year olds as part of cooperative vocational education programs, when a juvenile offender is approved for such a program by a juvenile judge for the purpose of rehabilitating the juvenile offender.

TASK FORCE RATIONALE: To assist some juvenile offenders, 16 and under, to become involved in cooperative vocational education programs that provide both on-the-job learning and classroom experience relevant to that job.

ACTION NEEDED: See Recommendation No. 29.

FISCAL DIMENSION: See Recommendation No. 29.

TIME DIMENSION: See Recommendation No. 29.

Recommendation 33:

Modification of federal regulations should be supported to permit assignment of a juvenile offender to a residential Job Corps Center by a juvenile judge for the purpose of rehabilitating the juvenile offender.

TASK FORCE RATIONALE: To provide an important opportunity for some juvenile offenders not now available.

ACTION NEEDED: See Recommendation No. 29.

FISCAL DIMENSION: See Recommendation No. 29.

TIME DIMENSION: See Recommendation No. 29.

Recommendation 34:

Legislation and/or administrative code should be supported to require local school districts to make available alternative programs for students whose behavior is determined to be in subordinate, verbally abusive, threatening, chronically disruptive, or hazardous to persons in the school. Such programs shall include:

1. small group instruction;
2. appropriate counseling;
3. physical education; and
4. consistent and rigorously enforced discipline.

At the discretion of the local board of education, attendance at "off hours" programs may be required of any student in such alternative programs, when it is determined by the principal on written evidence that such a student requires such a disciplinary program.

TASK FORCE RATIONALE: To deal with disruptive students, local schools must seek students' improvement through alternative programs as assigned through a due process procedure. This and Recommendation No. 21 are designed to "greatly broaden" public school participation in intervention efforts for such students.

ACTION NEEDED: See Recommendation No. 29.

FISCAL DIMENSION: See Recommendation No. 29.

TIME DIMENSION: See Recommendation No. 29.

D. School Attitudinal Climate

Recommendation 35:

School staff persons in individual schools should be encouraged to become more aware of the importance of personal relations and more sensitive in dealing with the feelings and perspectives of all persons involved in the school. Five strategies recommended to school staff persons are:

a. The principal should become more accessible to students and increase personal contact with all students;

b. The schedule should provide more time that a teacher spends with a given group of students;

c. Functional capacities for facilities should not exceed state standards;

d. Students' personal achievements of all constructive types should be encouraged through programs of recognition and awards; and.

e. Students should be involved in: developing school regulations; planning school activities; juding student award programs; and conducting beautification projects.

TASK FORCE RATIONALE: To insure that schools become more personalized and sensitized to individuals and their needs through the five strategies suggested so as to increase respect and communication.

ACTION NEEDED: State Board resolution and local response.

FISCAL DIMENSION: $50,000 appropriation in FY 1980; $52,500 in FY 1981 and budget provisions each year thereafter.

TIME DIMENSION: State Board resolution in 1979 with local responses occurring in years thereafter.

Recommendation 36:

School staff persons in individual schools and local boards of education members should be reminded of the important role they play as models in the students' socialization process and in providing standards as to what is acceptable adult behavior.

TASK FORCE RATIONALE: To encourage adults related to the school to assume greater responsibility as role models for students.

ACTION NEEDED: See Recommendation No. 35.

FISCAL DIMENSION: See Recommendation No. 35.

TIME DIMENSION: See Recommendation No. 35.

E. Teacher/Student Relationships

Recommendation 37:

Schools with serious problems of crime and disruption should be encouraged to consider the factor of overcrowding. Such schools should study:

a. the functional capacity of the school building; and

b. the desirability of smaller classes.

TASK FORCE RATIONALE: A response to research which revealed that larger schools had significantly higher rates of violence and vandalism than smaller schools.

ACTION NEEDED: State Board resolution and local response.

FISCAL DIMENSION: $100,000 in FY 1980; $105,000 in FY 1981 and continued budget provisions years thereafter.

TIME DIMENSION: State Board resolution by December 1979 and local response in years thereafter.

Recommendation 38:

Schools with serious problems of crime and disruption should be encouraged to consider the need for school staff persons to have intensive in-service training to enable them to better address the problems of the school. Such specialized training should include, but not necessarily be limited to, the following:

a. student growth and development problems;

b. student perspectives, feelings and values;

c. classroom management;

d. strategies for reducing school crime, including the use of peer pressure;

e. protection of property and personnel; and

f. how and when to report criminal acts.

TASK FORCE RATIONALE: Specialized training is needed for any school with serious crime and disruption problems and six specific areas for such training, are proposed.

ACTION NEEDED: See Recommendation No. 37.

FISCAL DIMENSION: See Recommendation No. 37.

TIME DIMENSION: See Recommendation No. 37.

F. Reporting of Crime

Recommendation 39:

The principals of all public schools should be reminded that incidents of crime should be reported:

a. immediately to the local police; and

b. to the county office, pursuant to law (N.J.S. 18A:4-29-1 et seq.) and related administrative procedures.

TASK FORCE RATIONALE: To remind principals of the necessity for reporting crime to the police and to the State Department of Education's violence and vandalism data system.

ACTION NEEDED: State Board.

FISCAL DIMENSION: No funding necessary.

TIME DIMENSION: Operative by December of 1980.

Recommendation 40:

Administrative code should be supported to require that local school staff persons be instructed in the implementation of the Department of Education's system (mandated by N.J.S. 18A:4-29.1 et seq.) for reporting crime and disruption in the schools.

TASK FORCE RATIONALE: To provide local school staff persons with in-service training relative to the data reporting system in order to get complete and accurate data and assist administrators in emphasizing the importance of reducing crime and disruption in the schools.

ACTION NEEDED: N.J.A.C. modification.

FISCAL DIMENSION: See Recommendation No. 39.

TIME DIMENSION: See Recommendation No. 39.

G. Facility Security

Recommendation 41:

Legislation and/or administrative code should be supported to provide major penalties for a person trespassing in a school building.

TASK FORCE RATIONALE: Research revealed that outside trespassers in school buildings are the source of considerable crime and disruption. A recommendation was made to seek increased penalties for such trespassing.

ACTION NEEDED: Legislation and N.J.A.C. modification.

FISCAL DIMENSION: $170,000 appropriation in FY 1980; $178,500 in FY 1981 and continued budget provision in years thereafter.

TIME DIMENSION: Operative by December of 1980.

Recommendation 42:

Legislation and/or administrative code should be sought to require each local board of education to designate a security coordinator for the whole district or for each building, to have duties which include, but are not limited to, the following:

a. to coordinate the planning of security arrangements and devices;
b. to supervise the work of security guards;
c. to coordinate the training of security guards;
d. to assist the principal in improving community involvement for avoiding or reducing crime, including the improvement of communication with youth service agencies and the juvenile justice system;
e. to develop student and community spotters of crime or disruption;
f. to develop a procedure for immediately identifying visitors, students and staff;
g. to develop emergency plans related to intruders, bomb threats and crowd control;
h. to supervise prompt repairs and the removal of graffiti;
i. to supervise the maintenance and updating of inventories of school property; and,
j. to eliminate unsupervised areas.

TASK FORCE RATIONALE: To help further decrease incidents of crime and disruption and to respond to crises.

ACTION NEEDED: See Recommendation No. 41.

FISCAL DIMENSION: See Recommendation No. 41.

TIME DIMENSION: See Recommendation No. 41.

Recommendation 43:

Legislation and administrative code should be sought to require that local school districts routinely check on the backgrounds of all prospective school employees before their hiring to identify criminal convictions which could indicate possible problems in the district's ability to prevent crime and disruption in the schools.

TASK FORCE RATIONALE: To provide for a system of routine checks on the conviction records of prospective school staff members in response to concerns about reports of criminal activity in school related to previous criminal convictions of school staff members.

ACTION NEEDED: See Recommendation No. 41.

FISCAL DIMENSION: See Recommendation No. 41.

TIME DIMENSION: See Recommendation No. 41.

3. RECOMMENDATIONS TO IMPROVE LOCAL SCHOOL/COMMUNITY COOPERATION FOR REDUCING CRIME AND DISRUPTION

A. Local Advisory Councils and Local Planning

Recommendation 44:

Local boards of education should be encouraged to develop local school/community advisory groups to advise local boards on reducing school crime and disruption in a specific school building. Their functions would be to encourage the interaction and cooperation of community agencies to address the specific needs of a local school in reducing crime and disruption. Included in this advisory group should be parents, students, local police, public agency representatives, school staff, senior citizen groups and local businesspersons.

TASK FORCE RATIONALE: A response to overwhelming evidence suggesting that local community advisory groups must be a major component in reducing school crime and disruption and to encourage a cooperative approach to the problem.

ACTION NEEDED: State Board resolution; legislation and N.J.A.C. modifications.

FISCAL DIMENSION: No funding necessary.

TIME DIMENSION: Operative by December of 1980.

Recommendation 45:

Legislation and/or administrative code should be supported to require that when a local public school is determined by the Departmental Office to Prevent Crime and Disruption to have a serious problem of crime and disruption, that school shall develop an acceptable "Crime Reduction Program." 10

a. The program shall be prepared by a local school/community committee for that specific school;

b. Guidelines for such a program will be provided by the Departmental Office to Prevent Crime and Disruption; and,

c. The individual school's program, after approval by the local board of education, will be approved or disapproved by the Departmental Office to Prevent Crime and Disruption.

TASK FORCE RATIONALE: Response to information that an "acceptable" Crime Reduction Program is necessary in perhaps 8 percent of schools. The program should be designed for a specific school building in a specific community, using community, school and the proposed Department office as resources.

ACTION NEEDED: See Recommendation No. 44.

FISCAL DIMENSION: See Recommendation No. 44.

TIME DIMENSION: See Recommendation No. 44.

B. School/Police Liaison Programs

Recommendation 46:

Local boards of education should be encouraged to develop school/police liaison programs for each school, including:

1. participation by police in instruction and counseling;
2. regular meetings of police with local school staff persons; and
3. development of cooperatively planned emergency procedures.

TASK FORCE RATIONALE: To improve the school/police relationship, and especially to encourage the development of such relations at the elementary and middle school level as a means of prevention and to develop early positive relationships.

ACTION NEEDED: State Board resolution and local response.

FISCAL DIMENSION: $20,000 appropriation in FY 1980; $21,000 in FY 1981 and continued budget provisions each year thereafter.

TIME DIMENSION: Board response by end of December of 1979 with local response in years thereafter.

C. Extensive Community Use of School Facilities

Recommendation 47:

Local boards of education should be encouraged to utilize the community education concept to a greater extent, in order to both provide useful programs and to reduce crime and disruption in the schools. Local boards should be encouraged to designate one person as a community education director.

TASK FORCE RATIONALE: To encourage the use of the community education approach in helping reduce school violence and vandalism and the designation of a person to develop and coordinate community/school programs during evenings, weekends and summers.

ACTION NEEDED: Legislation and N.J.A.C. modifications.

FISCAL DIMENSION: $75,000 appropriation in FY 1980; $78,750 appropriation in FY 1981; continued budget provisions in years thereafter.

TIME DIMENSION: Legislation and code changes by June of 1980 and operative programs in years thereafter.

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SECTION 3

A SUMMARY OF RECOMMENDATIONS FOR REDUCING VIOLENCE AND VANDALISM IN NEW JERSEY SCHOOLS - PUBLIC HEARINGS

RECOMMENDATIONS: DISCIPLINE AND SUPERVISION

- A firm, fair and consistent system of rules which are understood and properly administered
- Effective school administrator
- Administration should recognize the problem and not discourage teachers from pressing charges or attempt to cover up issue
- A student who is involved in a vandalous or violent act should receive disciplinary action
- A small number of students are responsible for the majority of the vandalism and they should be dealt with severly and strictly
- Improvement of student behavior
- Make students fully aware of rules and regulations
- School discipline procedures well-defined and clearly understood by students, parents and staff
- Student handbook containing school rules and regulations was produced and a copy presented to each student on opening day of school
- Students made responsible for their actions through work programs, etc.
- A student handbook, distributed to every parent and student which stipulates conduct and expectations
- Incidents should be reported
- Discipline code and procedure enforced
- Establish some sort of a holding facility for children who have discipline problems with a staff who is able to work with and understand the children
- Intensive counseling
- Some students should be barred from regular public schools
- Have teachers monitor the lavatories and stair wells

- *Increase the use of expulsion*
- *Create student crisis intervention teams*
- *Strict discipline*
- *Rules must be consistenly enforced*
- *More structure and control both at home and in school*
- *State Board of Education should give serious consideration to in-school suspension*
- *Strict enforcement of rules*
- *Boards of Education should develop clear cut policies describing the details of how to handle disruptions and acts of violence*
- *Provide policy handbooks to students and parents*
- *Develop a discipline policy in consultation with the community*
- *Increase school supervision*
- *Suspend students found roaming school halls without a valid pass*
- *In-school suspensions*
- *Keep your building looking as new as possible*
- *Use staff to supervise rather than security*
- *Consistently enforce rules*
- *Take the cases out of the hands of school authorities*
- *Address truancy as well as violence and vandalism*

RECOMMENDATIONS: ORGANIZATIONAL CHANGE AND IMPROVING SCHOOL CLIMATE

- *Students involved in formulating rules*

- *Students involved and asked how violence can be reduced*

- *Effective school administrator*

- *Discussion type program where students discuss what they think about smoking, drugs, alcohol, basically what is on their minds*

- *Administration should recognize the problem and not discourage teachers from pressing charges or attempt to cover up issue*

- *Teachers should have proper backing*

- *Boards of Education and administrators should make sure all acts are reported and that the teachers receive support and do not feel intimidated*

- *School building is open 6:00 a.m. to 1:00 a.m. during the week and is frequently open on Saturday and Sunday. The school is available to all the residents of the community generating a feeling that it belongs to them.*

- *Part of above project is the utilization of a film shown to elementary and early junior high school youths that would begin to assess their value system in understanding that vandalistic acts hurt everyone.*

- *Examine value system of youths involved in vandalism early -- to change their thinking and their behavior.*

- *Programs such as Parent Effectiveness Training, Teacher Effectiveness Training, Schools Without Failure, transactional analysis, behavior modification, rationale therapy, and the validated Title III Project, A Positive Attitude Toward Learning*

- *Reality Therapy - "A plan that helps the child who is misbelieving to focus on his current behavior, making a value judgment about that kind of behavior, with his instructors, developing a plan to change that behavior, ...and a commitment to making that plan work.*

- *Improvement of student behavior*

- *Increase social responsibility of students*

- *Teaching staff totally committed to giving time and effort to a program to improve student behavior and reduce vandalism*

- *Concerted effort to have the staff employ humanistic, effective teaching techniques in the classroom*

- *Students have opportunity to become involved in activities where they could achieve and develop pride in themselves and their school*

- *Sufficient personnel to visit homes, arrange parent-teacher conferences, facilitate home and school understanding and cooperation*

- *Questions asked by parents at orientation meetings recorded to provide a basis for the new community information program inaugerated by the school*

- *Cooperation by the staff was enlisted in the campaign to improve student behavior and to reduce vandalism. Many departments volunteered to conduct departmental open house for parents at which the students were to serve as tour guides and explain operation of the department to their parents.*

- *School publicity program implemented which was aimed at publicizing student accomplishments in each department as well as the major aspects of the total school program.*

- *More opportunities for student involvement, such as open house for parents, student good turn projects, and student exhibits*

- *Four para-professionals employed to facilitate communication between the home and the school and to improve student promptness and school attendance*

- *Peer leadership program instituted*

- *Let's involve the students in making the rules. You people are not only asking for our attention but asking for respect, for trust, for responsibility.*

- *I think we need to find some imaginative ways of using peer pressure and self help as a dynamic rather than fighting that dynamic which is aboard in our society right now.*

- *"The Quakers have instituted in Philadelphia a program called 'Children and Nonviolence' which is a conflict resolution training program for teachers, parents and young people. And this has been serving some of our Quaker schools and public schools here in South Jersey with the setting up of support groups, support groups for parents, support groups for teachers, and support groups at the student level to help students resolve some of the tensions we are feeling as well, as in our schools, as well as the public school phenomenon."*

- *Students made responsible for their actions through work programs, etc.*

- *School and community should recognize the problem*

- *Incidents should be reported*

- *Motivate children at an early age with a sense of responsibility, respect and value*

- *Teachers should establish rapport with students*

- *Return to self-contained classroom in middle school*

- *Community education and opening the schools to the city and community, i.e., recreation programs*

- *Establish some sort of a holding facility for children who have discipline problems with a staff who is able to work with and understand the children*

- *Intensive counseling*

- *Some students should be barred from regular public schools*

- *For those children not enrolled in schools, employment or alternative programs*

- *Expansion of juvenile diversion programs*

- *Offer time for viable alternative programs for youth*

- *Use students in planning building improvements*

- *Have students choose their semester electives which replaces all-year courses*

- *Have students choose time and place of study hall (the media center, gym, auditing classes, etc.)*

- *create an alternative school*

- *Allow for an open lunch period*

- *Make the school part of the students "turf" - that the school belongs to them*

- *Bring the community into the schools*

- *Don't label kids in the primary grades with biased testing*

- *End tenure*

- *Have teachers monitor the lavatories and stair wells*

- *Get students to have the attitude that it is "their" school*

- *Get the students to have pride in their school through active participation*

- *Small classes*

- *Schools should develop a program in violence and vandalism approved by the state*

- *Residential programs*

- *Provide more resources to intervene or remove problem students*

- *A desperate need for inter-agency approaches through cooperation*

- *The teaching of morals in the classroom*

- *Create student crisis intervention teams*

- *Human relations courses for those people who work with young people*

- *Bring community services (agencies) into the school*

- *Keep the building open and active until late at night and on weekends*

- *Instill pride*

- *Community persons in the building*

- *Community school concept*

- *Alternative schools and alternative placement for dysfunctional or delinquent students*

- *Make more seminars available for security aides*

- *More funds for the training of aides*

- *Organize schools into smaller units*

- *Bring education into line with the realistic social expectations of more students*

- *Provide students with work experiences*

- *Require all options for the reduction in violence and vandalism be subjected to rigorous evaluation*

- *Young people need to be more involved in decisions affecting their lives*

- *Students must feel pride in the building where they spend most of their time*

- *More structure and control both at home and in school*

- *In-service education for administrators and teachers*

- *Establish a school climate characterized by shared concerns between teachers, administrators, and parents*

- *Teach values at an early age*

- *Offer reward for a reduction in vandalism*

- *Immediate repair or rapid restoration of vandalized property*

- *Make schools vandal proof through active participation of teachers and administrators*

- *Preventive programs - political and legal education*

- *Host an essay or poster contest on violence and vandalism*

- *Develop slide program illustrating cases of vandalism for presentation to students*

- *State Board of Education should give serious consideration to in-school suspension*

- *Workshops for students, parents, and teachers regarding school rules and regulations*

- *Teacher training - dealing with social problems*

- *Boards of Education should develop clear cut policies describing the details of how to handle disruptions and acts of violence*

- *Parents and schools should teach students, at a young age, to respect the right and property of others*

- *Involve the entire community*

- *Instill pride in the school*

- *Move play areas from vicinity of windows*

- *Refinish interior and exterior surfaces with washable materials*

- *Install graffiti wall*

- *Redesign lavoratories - use open wash up areas*

- *Provide live-in facilities*

- *Provide human relations training for teachers*

- *Mandatory classes for disruptive students and parents as a condition for remaining in school*

- *Involve students in security programs i.e. acting as spotters*

- *Reduce school size through the adoption of the 'house plan' type of organization*

- *Provide law enforcement instruction for students*

- *Offer alternative schools*

- *Institute individualized counseling for disruptive students by trained professionals*

- *Stimulate creativity by offering mini-grants*

- *School should engage in programs designed to reduce and prevent delinquency*

- *Educate school administrators in the recognition of crimes occuring in their schools*

- *Provide a "fortress" inside the school involving community and school personnel in order to ensure safety*

- *Mandate human relations courses for teachers and other personnel directly responsible for the students' education*

- *Design non-destructible bathrooms*

- *Develop success based curriculum*

- *Stagger scheduling to prevent overcrowded hallways during change of classes*

- *K-12 human relations curriculum*

- *Require parental meeting in suspension cases*

- *Find alternative uses for school facilities*

- *Open the buildings for community services programs*

- *Use as continuing education centers*

- *Use building for activities and programs beyond the normal school day*

- *Suspend students found roaming school halls without a valid pass*

- *Students who commit violent acts in the school should be removed from the normal secondary school environment*

- *In-school suspensions*

- *Separate the problem minority from the general school population*

- *Provide alternative forms of education for disruptive students*

- *Self contained classes within school system (possibly in a separate building)*

- *Develop county program administered by the County Superintendent*

- *Provide mechanism for eventual return of some students*

- *Train teachers in self-discipline for control in present situations*

- *Develop a non-forceful management program through martial art training for teachers*

- *Smaller schools*

- *Developing pride in your community*

- *Positive publicity*

- *Keep your building looking as new as possible*

- *Staff should concern themselves with <u>all</u> students, not just the ones in their classes*

- *Use staff to supervise rather than security*

- *Grant special privileges to deserving students*

- *Channel student energy and frustration into clubs and athletics*

- *Don't let kids drop out*

- *Keep schools in constant use*

- *Identify high risk families and provide education and therapy*

- *Keep extra curricular activities even at the risk of increasing the budget; these expenses can be recouped in reduced vandalism*

- *Make students a part of the solution*

- *Take the cases out of the hands of school authorities*

- *Put into effect programs to teach kids not to deface property, in a statewide basis*

- *Train all <u>new</u> school personnel in dealing with violence/vandalism*

- *Preventive programs must be instituted or expanded that are aimed at educating our youth against committing crimes*

- *Students with academic difficulties should be offered viable vocational training and other educational alternatives*

- *Violent youth must be separated from peers*

- *Student community school beautification program. Community artwork plus planting shrubs on the campuses of the district*

- *Establish a parent/citizen alert committee*

- *Implement community educational program. They feel violence and vandalism are community problems and they cannot be fully dealt with in school*

- *Combat vandalism through programmed phases, K-3 safety, continue on up through school, establishing credibility by letting students know your efforts are in their best interests, because these problems cost them money*

- *Develop peer pressure so that the students themselves begin to stop vandalism*

- *Structural changes to the building so incidents of vandalism can be easily cleaned, and breakage prevented or lessened*

- *When an incident of violence and/or vandalism occurs and no names are forthcoming, the funds for repair come out of the general student treasury*

- *Build a sense of school identity through a "spirit" program*

- *Decrease the failure syndrome by eliminating tracking*

- *Increase student activities within the school*

- *Psychological counseling for those students with poor images of themselves and their communities*

- *Support legislation to establish a maximum time between classification of a student and referral to an appropriate program*

- *Teacher effectiveness training*

- *State funded youth worker for districts that have problem youngsters who create vandalism and violence in schools*

RECOMMENDATIONS: SECURITY DEVICES, AND SECURITY PERSONNEL

- *have teachers monitor the lavatories and stair wells*
- *make more seminars available for security aides*
- *more funds for the training of aides*
- *make schools vandal proof through active participation of teachers and administrators*
- *reallocation of funds to establish vandalism detection systems in the older schools in the state*
- *vandal proof new buildings, i.e., eliminate drop ceilings, reduce the number of windows, use a non-breakable glass substitute, and install metal rather than wooden doors.*
- *short range plans should include immediate steps to improve general plant security*
- *dusk to dawn lighting of building exteriors*
- *patrols by local police*
- *organize neighborhood security spotters*
- *install alarm systems with police hook-ups*
- *prevent access to school roofs*
- *remove exterior hardware from all doors which are primarily used for exit purposes*
- *replace large panels of glass with smaller panels of tempered glass or plastic*
- *eliminate recessed door areas*
- *include mullions in doors*
- *install sliding gates in front of all glassed areas closed at nights*
- *hire professional guards in high crime areas*
- *employ trained security guards in schools with difficult to handle problems*
- *involve students in security programs i.e. acting as spotters*
- *school should engage in programs designed to reduce and prevent delinquency*
- *educate school administrators in the recognition of crimes occuring in their schools*

- *lower violent modes so that it does not enter into the school from the outside*

- *provide a "fortress" inside the school in order to ensure safety involving community and school personnel*

- *increase school supervision*

- *hire security personnel*

- *train teachers in self-discipline for control in present situations*

- *develop a non-forceful management program through martial art training for teachers*

- *install good alarm systems*

- *lighting should be such that potential vandals cannot get close to the school*

- *up-grade security officer position*

- *mark all tools and property with school identification*

- *security should be considered in the construction of a new building*

- *security people should be hired*

- *increased concern with security in the schools*

- *police training - "burn-out" factor. "In any group of human beings that have the task of monitoring distressed behavior, you have a short "burn-out" factor." Some people become too tight, too wound up, too tense. "I think you have to have people who have some other function in the hall than monitoring disciplinary behavior if you are not to cause more problems that you wouldn't want."*

RECOMMENDATIONS: PARENTAL, COMMUNITY INVOLVEMENT

- *expansion of juvenile diversion programs*
- *the need for a comprehensive counseling and recreational program with the whole family*
- *offer time for viable alternative programs for youth*
- *direct services - counseling to families and juveniles*
- *make the school part of the students "turf" - that the school belongs to them*
- *bring the community into the schools*
- *make parents responsible for the child*
- *residential programs*
- *get support from mental health agencies*
- *a desperate need for inter-agency approaches through cooperation*
- *bring community services (agencies) into the school*
- *community persons (escorts) in the building*
- *community school concept*
- *breakdown of the family needs to be reversed*
- *bring education into line with the realistic social expectations of more students*
- *provide students with work experiences*
- *require all options for the reduction in violence and vandalism be subjected to rigorous evaluation*
- *young people need to be more involved in decisions affecting their lives*
- *more parental involvement in defining acceptable behavior of their children*
- *more structure and control both at home and in school*
- *increase parents knowledge and awareness about their adolescent*
- *family therapy required by the courts*
- *youth must feel that they are a valued member of the community*

- don't let kids drop out

- keep schools in constant use

- at the societal level, correct social causes, re-establish religious and moral values, return to close knit family unit and community.

- identify high risk families and provide education and therapy

- constantly pressure the courts through parent and teacher groups

- keep issues is the press

- police and school personel who come up with community impact programs to attack vandalism prevention based, the program seeks to involve youngsters who are present problem children or those who give indications they may be problems in the future. They strive to build positive images by using community persons to assist in the school operation. Police interact with the students at a much earlier age and students learn to respect law and authority.

- CETA person (Social work out reach) assigned on a 24 hour call basis to work in community during non school hours. Schools are kept open even during vacations. Extensive use of crisis home system for JINS.24 hour seven day a week counseling.

- put into effect programs to teach kids not to deface property, in a statewide basis

- more funds expended and closer coordinated between agencies that work with kids

- increase foster and group homes

- student community school beautification program. Community artwork plus planting shrubs on the campuses of the district

- establish a parent/citizen alert committee

- put into effect an after dark curfew.

- implement community educational program. They feel violence and vandalism are community problems and they cannot be fully delt with in school.

- increase communication among the sectors of society that can help solve the problems in the school

- investigate how television affects youngsters and assist parents in gaining more control of their students

- re-educate parents to the "right" way to raise their children

- state funded youth worker for districts that have problem youngsters who create vandalism and violence in schools

- workshops for students, parents, and teachers regarding school rules and regulations

- Boards of Education should develop clear cut policies describing the details of how to handle disruptions and acts of violence

- parents and schools should teach students, at a young age, to respect the right and property of others

- involve the entire community

- make problems known to the public

- call a town meeting in each community to discuss problems of violence and vandalism

- short range plans should include immediate steps to improve general plant security

- organize neighborhood security spotters

- provide live-in facilities

- improve relations with community and encourage their input

- mandatory classes for disruptive students and parents as a condition for remaining in school

- provide parent education programs

- expand community service and work study programs

- increase community involvement

- lower violent modes so that it does not enter into the school from the outside

- provide a "fortress" inside the school in order to ensure safety involving community and school personnel

- involve the community in solution of the problem

- develop a discipline policy in consultation with the community

- require parental meeting in suspension cases

- find alternative uses for school facilities

- parental accountability

- the problem cannot be solved unilaterally; parental involvement is necessary; the schools cannot solve the problem alone

- developing pride in your community

- *community education programs to bolster community participation, keeping schools open, and having children and parents working towards a common goal*

- *regarding the drug problem: recognize that a problem exists*

- *teachers should have proper backing*

- *community education programs - the New Jersey State government should expand its funding in this area*

- *school building is open 6:00 am to 1:00 am during the week and is frequently open on Saturday and Sunday. The school is available to all the residents of the community generating a feeling that it belongs to them*

- *"... existing remedies in community, existing groups that need to be addressed, spoken to, communicated to, in order to provide a more comprehensive approach to preventing the incidence of vandalism and violence in our schools."*

- *Youth Service Bureau working in cooperation with community education effort in setting up a project that works cooperatively with the business community, education community, and social service community in an attempt to provide comprehensive approach to prevention of vandalism and violence.*

- *Programs such as Parent Effectiveness Training, Teacher Effectiveness Training, Schools Without Failure, transactional analysis, behavior modification, rationale therapy, and the validated Title III Project, A Positive Attitude Toward Learning*

- *improvement of student behavior*

- *increase social responsibility of students*

- *parent-teacher association to support school staff and educate parents*

- *sufficient personnel to visit homes, arrange parent-teacher conferences, facilitate home and school understanding and cooperation.*

- *a series of 8 orientation meetings for parents was conducted prior to opening day, two of these with an interpreter to accomodate Spanish speaking parents*

- *steps pursued to organize a parent-teacher association.*

- *tribalization through organizing - involvement and shared responsibility of the people, including students who are themselves involved.*

- *I think we need to find some imaginative ways of using peer pressure and self help as a dynamic rather than fighting that dynamic which is aboard in our society right now."*

- "The Quakers have instituted in Philadelphia a program called 'Children and Nonviolence' which is a conflict resolution training program for teachers, parents and young people. And this has been serving some of our Quaker schools and public schools here in South Jersey with the setting up of support groups, support groups for teachers, support groups for parents, and support groups at the student level to help students resolve some of the tensions we are feeling as well as in our schools, as well as the public school phenomenon."

- share concerns with local PTA

- a letter or attendance at the meeting of the school board, town council or community organization, to express concerns

- informed and concerned parents

- family type educational course to alert teens to the true meaning and maturing of adulthood

- a student handbook, distributed to every parent and student which stipulates conduct and expectations

- school and community should recognize the problem

- establish a program where educators show parents how to deal with the children

- motivate children at an early age with a sense of responsibility, respect and value

- community education and opening the schools to the city and community, i.e., recreation programs.

- increased parent involvement with students who have discipline problems in schools

- increased support from home for the school administration

- establish some sort of a holding facility for children who have discipline problems with a staff who is able to work with and understand the children

- intensive counseling

- some students should be barred from regular public schools. School isn't the answer for everyone

- for those children not enrolled in schools, employment, alternative programs, service

RECOMMENDATIONS: LEGAL (OUTSIDE OF SCHOOLS)

- *Raise the drinking age to 21*
- *Legal system re-examined regarding juvenile delinquents and age stipulations for multi-offenders*
- *An official method should be utilized which would make apprehended persons known and the fact that they were brought to public justice*
- *Proper laws should be passed*
- *Collect, on a comprehensive scale, data which accurately assesses the degree of violence and vandalism in the schools*
- *Legislation to control vandalism, prosecution*
- *Reinforce the Board of Education as to their decisions regarding acts of vandalism*
- *Incidents should be reported*
- *Judicial support*
- *Establish some sort of a holding facility for children who have discipline problems with a staff who is able to work with and understand the children.*
- *Some students should be barred from regular public schools*
- *For those children not enrolled in schools, employment, alternative programs, service*
- *Record keeping system*
- *Parental liability law*
- *Expansion of juvenile diversion programs*
- *Reorganization of present court system*
- *Allowing for disclosure of Juvenile Court information to the victims of delinquent crime*
- *Allowing for the exchange of information concerning juveniles between law enforcement agencies*
- *Require the establishment of uniform state-wide standards for juvenile delinquents to make restitution to their victims*

- *The need for a comprehensive counseling and recreational program with the whole family (current program is running out of money)*

- *Direct services - counseling to families and juveniles*

- *Make parents responsible for the child*

- *End Tenure*

- *Offender should perform useful tasks for the school system to pay for damage*

- *Publish the name of any multi-offender in the local paper's court docket*

- *Charges should be pressed against the violator*

- *Relax the law prohibiting corporal punishment*

- *Fines should be levied against the offender*

- *Increase the use of expulsion*

- *Offenders 14 years and older tried as adults*

- *A desperate need for inter-agency approaches through cooperation*

- *State reporting form for incidents of violence and vandalism*

- *Alternative schools and alternative placement for disfunctional or delinquent students*

- *Rethink school age requirements for mandatory attendance (age 16)*

- *Require all options for the reduction in violence and vandalism be subjected to rigorous evaluation*

- *Juveniles should be tried in adult court*

- *Family therapy required by the courts*

- *Revision of the judicial system*

- *Reallocation of funds to establish vandalism detection systems in the older schools in the state*

- *Revision of juvenile laws*

- *Publicize the names of violators in the paper*

- *Boards of Education should develop clear cut policies describing the details of how to handle disruptions and acts of violence*

- *Pass legislation and ensure sufficient funds*

- *Legislate laws which will set a climate for safety in the schools*

- *Report problems to the police*

- *Parent accountability*

- *Juvenile records should be available in order to determine the student's ability to function in school*

- *Separate the problem minority from the general school population*

- *Provide alternative forms of education for disruptive students*

- *Self contained classes within school system (possibly in a separate building)*

- *Develop county program administered by the County Superintendent*

- *Provide mechanism for eventual return of some students*

- *Take the cases out of the hands of school authorities*

- *Insist on maximum sentences for offenses that warrant them*

- *Schools should follow through on seeking restitution for damage done by vandals. If not successful there, the matter should be referred to the courts*

- *Keep accurate records of incidents of violence and vandalism, perhaps institute a common state wide procedure*

- *Violent youth must be separated from peers*

- *More funds expended and closer coordinated between agencies that work with kids*

- *Increase foster and group homes*

- *Put into effect an after dark curfew*

- *Change the state laws where they concern a student returning to school after suspensions*

- *Support legislation to establish a maximum time between classification of a student and referral to an appropriate program*

- *Support Senate Bill 1455, calling for mandatory expulsion of students committing violent acts*

SECTION 4

SCHOOL VIOLENCE SURVEY

AD HOC COMMITTEE TO STUDY VIOLENCE IN THE PUBLIC SCHOOLS

FALL, 1978

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COMMITTEE TO STUDY VIOLENCE IN THE PUBLIC SCHOOLS	

FOR A LIMITED TIME ONLY, AN ADDENDUM COMPOSED OF ALL TABLES OF DATA FROM WHICH THE SPECIFIC FINDINGS OF THE SCHOOL VIOLENCE SURVEY WERE DERIVED IS AVAILABLE FROM THE ASSOCIATION OFFICE FOR A NOMINAL FEE.

CHAPTER 1

INTRODUCTION

The Committee to Study Violence in the Public Schools of the New Jersey School Boards Association proposed a staff study into the nature and extent of violence in the public educational system of the state. As a result, a survey was initiated. The target population selected for the survey was the principals of the state's public schools. It was the belief of the Committee that since principals were the administrators most closely involved in the schools, they would have the most to offer. The time period studied was June 1976 to May 1977.

The Committee initiated the survey for several reasons. First, there was no data available on the nature and extent of violence in New Jersey's public schools. Second, violence was perceived as a chronic and elusive problem in the public schools of New Jersey, and a system for detecting its prevalence and intensity and examining some of its characteristics appear to be a desirable administrative tool in securing safe schools. Third, the data would become a useful base-line structure upon which future surveys of increasing depth and complexity could be grounded. Fourth, heightened awareness of violence as a problem in public education would result from a survey and contribute to the administrative efficiency of school superintendents, principals and their support staffs.

The initiators of most surveys consider themselves fortunate if there is a 25 percent response. This NJSBA Survey on Violence elicited 1,387 responses or a 56 percent response, attesting to the deep conscientiousness and concern of superintendents and principals throughout New Jersey.

Design of the Survey

Recognizing that violence is a broad legal concept embracing many kinds of anti-social behavior including the self-destructive and the psychologically damaging, several categories of violence were selected for the study.

A questionnaire was developed in which schools were to be statistically segregated by their location, socio-economic status, class size, enrollment, split sessions, stability of enrollment and rated capacity of enrollment. The questionnaire was structured so as to elicit maximum information on violence with a minimum of inconvenience to the respondents. A pilot study was then conducted whereby the questionnaire was completed by 10 building principals.

Analysis of the responses to the pilot study, which took from June to September, 1977, resulted in a widening of the scope of the questionnaire. The respondent building principals suggested adding the self-destructive and psychologically volatile categories of drug and alcohol abuse to the list of acts of violence. This suggestion was incorporated into the survey. The pilot principals responses assured the Committee's staff that it was "tracking" the problem of violence in education in a statistically reliable way. The questionnaire was further reviewed and revised to reduce the possibility of distortion to a statistically manageable minimum.

Packages of the revised and final questionnaire were sent to all district superintendents in New Jersey in October of 1977, for distribution to their building principals and for return to the Association by the end of December, 1977.

The survey questionnaire consisted of two sections. The first section sought an in-depth profile of the reporting school as to:

1. Type of School - school type codes (elementary, middle/junior high schools, high schools and vocational) were assigned to each school. The 1977-78 New Jersey Public School Directory published by the Office of Management Information of the New Jersey Department of Education was used;

2. Enrollment - school average daily enrollment as of September 30, 1977;

3. Stability in Pupil Enrollment - perceived rate of pupil enrollment growth or decline over the last several years;

4. Percent of a school's rated enrollment capacity as of 1977-1978;

5. Split sessions - use or nonuse;

6. Average class size;

7. Socio-economic status - the district factor group (DFG) code assigned to school districts by the New Jersey Department of Education, Educational Assessment Program, was used as follows: LOW = DFG(A), LOW/MIDDLE = DFG(B, C, D), MIDDLE/HIGH = DFG (E, F, G), and HIGH = DFG (H, I, J). Vocational schools and districts with less than 300 pupils were not assigned to a DFG code. Since DFG was assigned to districts and the results of this study are reported by schools, caution should be used in drawing conclusions based on socio-economic status; and

8. Community type - Community type codes assigned to school districts by the New Jersey Department of Education, Educational Assessment Program, were used, i.e., urban, suburban, rural, etc.

Data was also sought on:

1. Recordkeeping practices for reports of violent acts.

2. Policies for reporting and dealing with violent acts.

3. Training for school administrators in dealing with violent acts, and

4. Judgments about the change in the number of violent acts over the last two years.

The second section listed the following categories of violence and sought the extent of reported violence in each of the schools:

1.	Sex Offense:	Subjecting another person to sexual contact or exposure without consent.
2.	Robbery:	Forcible taking of another person's property by threat of immediate use of physical force. Victim is present and aware of robbery.
3.	Assault:	The intentional causing of physical injury, impairment of physical condition, or substantial pain to another person with or without a weapon or dangerous instrument.
4.	Weapons Possession:	Having on the person - firearm, gravity knife, switchblade knife, cane, sword, chuka stick, dagger, bludgeon, blunt instrument, blackjack, billy club, metal knuckles, explosives, or firebomb.
5.	Drug Abuse:	Using or having on the person any of the prohibited drug substances, including marijuana or equipment for using such drugs. This includes violations of State and local laws regarding the possession, sale and use of narcotics.
6.	Alcohol Abuse:	Using or having in a person's possession any alcoholic beverage. This includes violations of State and local laws regarding the possession, sale, and use of alcoholic beverages.

Information was sought on the number of acts of violence falling within these categories, their sites as within the classroom, within the school building, or outside the school building.

Also requested was an estimate of suspected or unreported violence.

The respondents were assured that all information would be kept in strict confidence. No information was sought as to identities of known perpetrators of violence and the cover of confidentiality included the principal and his/her school.

The data were analyzed in terms of frequencies, means and percents. The data were placed into four major categories according to grade plan (elementary, middle/junior high, high school and vocational school) in order to allow a more accurate representation of the findings.

The data were analyzed in general terms for each of the grade plan categories. These general findings and related conclusions and recommendations were presented to and adopted by the Delegate Assembly of the New Jersey School Boards Association on October 26, 1978.

These general findings are incorporated in this document as a part of Chapter Three and serve as reference points for analysis of the specific findings of the survey. The specific findings presented and analyzed in this document resulted from examination of the data according to twenty-seven categories of the seven variables studied, i.e., community type, socio-economic status, rated capacity, stability of enrollment, split/regular sessions, size of enrollment, and class size.

The specific findings are presented in Chapter Two. Related recommendations are presented in Chapter Three. Chapter Four presents an analysis of innovative actions and programs described by the responding building principals. The results of the survey are presented in the addendum to this document.

CHAPTER 2

SPECIFIC FINDINGS OF THE NJSBA'S SURVEY OF SCHOOL VIOLENCE

This chapter reports the specific findings of the NJSBA's Survey of School Violence. The chapter is divided into four Parts: Part I - Elementary Schools, Part II - Middle/Junior High Schools, Part III - Secondary Schools and Part IV - Vocational Schools.

The specific findings resulted from analysis of the Results of the Survey of School Violence which appears as an Appendix to this document. The specific findings are reported as substantial deviations from the general finding within the 27 categories of the seven variables studied. Generally substantial deviation was determined as any figure (averages or percentages) that was at least 30 percent above or below the general finding for a grade plan.

Instances where no substantial deviation occurred from the general finding within the variables studied were also reported in the specific findings.

In some instances, the population of responding schools was too small to draw legitimate comparisons. Those cases are identified and not incorporated into the text.

All findings reported herein are for schools responding to the survey. No attempt is made to imply that the findings can be generalized to apply to all of New Jersey's schools.

PART I

SPECIFIC FINDINGS FOR ELEMENTARY SCHOOLS

Extent of Reported Violence

The highest incidence of reported acts of violence (an average of more than 6 acts per school) was found in elementary schools having one or more of the following characteristics: √enrollment of 800 or more, √experiencing rapid en-

rollment growth, in districts classified as low socio-economic, operating at more than 100 percent of Rated Enrollment Capacity, having average class size of more than 27 students, in districts classified as urban center or rural, using split sessions.

The lowest incidence of violence (less than 2 incidents per school) occurred in schools where the following conditions prevailed: enrollment below 200 students, high socio-economic districts, steadily declining enrollment, stability of enrollment uncertain, in suburban or mixed suburban-rural or urban-suburban districts.

Following is an analysis of reported violence in elementary schools by locations and categories of incident.

Classroom

Twenty-nine percent of all reported incidents of violence in responding elementary schools occurred in classrooms. Yet in schools within the following variables, the classrooms were the site of a substantially lower proportion (17 percent) of reported acts of violence: split sessions, districts classified as suburban or as suburban-rural, districts of high socio-economic status and schools with average class size of less than 17. A substantially higher percentage of reported acts of violence (above 40 percent) occurred in schools operating at between 86 and 95 percent of rated capacity of enrollment.

In the elementary schools responding, the variables of stability of enrollment and enrollment size did not demonstrate substantial variation above or below the general finding of an average of one reported act of violence in a school per year.

Buildings

Violence in the elementary schools occurred almost as often (27 percent of the time) elsewhere in the building as in the classrooms. These other sites included hallways, restrooms, stairwells, etc. Percentage of violence outside the classroom but in the building dropped substantially (to 17 percent) in schools with enrollments below 200 students, in districts classified as middle to high socio-economic status and operating with an average class size below 19 students.

Categories of the variables of community type, stability of enrollment, rated capacity of enrollment and split sessions showed no appreciable deviation from the general finding in elementary schools for proportion of reported violence that occurred outside the classroom, but in the building.

Outside the School Building

Forty-four percent of all reported acts of violence occurred somewhere outside the school building. Yet schools with enrollments of 800 or more which have already been cited as having the highest rates of violence had a sharply lower (33 percent) proportion of reported acts of violence occur outside the school building.

The 44 percent of total reported acts of violence outside of the school building increased sharply to more than 55 percent in schools where seven categories of the variables prevailed. These were: average class size below 20 students, rated enrollment capacity of between 86 percent and 95 percent, split sessions, schools in suburban and suburban-rural districts, districts of middle to high socio-economic status.

Only within the variable of stability of enrollment, was no deviation from the general finding for proportion of violence outside the building not found.

REPORTED VIOLENCE

Sex Offenses

Sex offenses accounted for only two percent of the total volume of reported acts of violence in the responding elementary schools. This low rate prevailed throughout all 27 categories, i.e., did not increase nor decrease substantially under all possible educational and demographic conditions.

Robberies

Robberies were 14 percent of all reported acts of violence. The 14 percent dropped sharply, reaching a low of 8 percent, in schools classified as follows: in districts classified as suburban, suburban-rural and rural, in schools with Rated Enrollment Capacity above 100 percent, in schools experiencing rapid growth and in schools with an average class size of less than 19 students.

But robberies were of a substantially greater proportion (more than 19 percent of total reported violence) in schools in districts classified as: urban-suburban, uncertain of enrollment stability. The 14 percent rate of robberies was not affected in elementary schools by the socio-economic status of the district or the school's use of split sessions or enrollment size.

Assaults

Assaults were the most common and frequent acts of violence reported in the survey accounting for 70 percent of all reported violence.

The 70 percent rate held steady for all categories of variables, i.e., the frequency of assaults was not affected by educational and administrative distinctions and peculiarities of particular districts.

Weapons Possession

Cases of weapons possession represented nine percent of total reported acts of violence. But weapons possession accounted for a substantially lower proportion of reported violence (only 6 percent) in schools classified as: being in high socio-economic districts and in rural districts.

When any of the following characteristics marked a school, weapons possession rose substantially to more than 12 percent of reported total violence: urban-suburban district, split sessions, steadily declining enrollment. The proportion of weapons possession was not affected by: size of enrollment, rated enrollment capacity, class size.

Drug Abuse

Drug abuse accounted for only three percent of all reported violence in the survey period.

The percentage of drug abuse doubled, i.e., jumped from two percent to four percent of total reported violence in schools in districts that were: suburban, suburban-rural, classified as having high socio-economic status, operating with an average class size above 27 students. Split sessions, enrollment stability, percent of rated enrollment capacity and size of enrollment were not associated with any substantial rise or decline from the three percent general figure for drug abuse in all reporting schools.

Alcohol Abuse

Only two percent of all acts of violence in the survey period were cases of alcohol abuse. But the two percent rate increased 100 percent to four percent of reported violence in districts classified as: suburban and suburban-rural, having high socio-economic status, having middle to high socio-economic status.

The general finding that alcohol abuse was two percent of the problem of total elementary school violence was not affected by such factors as rated enrollment capacity, stability of enrollment, size of enrollment, class size or split sessions. Under these latter conditions, the rate did not deviate from two percent.

UNREPORTED VIOLENCE

Unreported violence did not mean known instances of violence that the reporting principals were unwilling to report in the survey. Elementary principals reporting in the survey estimated that 48 percent of all acts of violence occurring at schools or in school-related activities had not been reported.

In schools experiencing rapid enrollment growth, more reporting was done on violence in general. Principals of these schools estimating that only 36 percent of violent activity escaped official notice and recording.

But in districts classified as suburban-rural and in schools with split sessions, far more violence (60 percent) was suspected by the principals to have gone unreported.

The general finding of 48 percent rate of unreported acts of violence prevailed and was not changed by such factors as the socio-economic status of the district or the rated capacity of enrollment, size of enrollment or average class size of the school.

PART II

SPECIFIC FINDINGS FOR MIDDLE/JUNIOR HIGH SCHOOLS

Extent of Reported Violence

In the middle/junior high schools from which principals responded, an average of 13 reported acts of violence were indicated to have occurred during the period under study.

It was found that a substantially larger number of reported violent acts (i.e., more than 20 incidents on the average per school) occurred in middle/junior high schools with the following characteristics: experiencing rapid growth, in districts classified as rural, operating at more than 100 percent of rated capacity of enrollment, having a class size greater than 27 and on split sessions. A substantially higher number of reported acts of violence were also reported in the two middle/junior high schools responding that had more than 1600 students.

Analysis of the data revealed no substantial deviation above or below the general finding of 13 incidents per middle/junior high school within the categories of socio-economic status.

Locations of Violence - Classrooms

Of the 1,824 incidents of violence reported in the responding middle/junior high schools, about 23 percent occurred in classrooms. A substantially smaller percentage of reported violent acts (below 16 percent) occurred in classrooms in middle/junior high schools found to be operating under split sessions, within districts classified as urban-suburban and as rural, identified as relatively stable in enrollment, operating above 100 percent of rated capacity and with an enrollment between 400 and 799 students.

On the other hand, a substantially higher percentage of reported violent acts (above 30 percent) occurred in classrooms in schools found to be in districts classified as suburban, in districts classified as having a low socio-economic status and having a high socio-economic status, experiencing rapid growth and operating with an enrollment below 400 students.

Analysis of the categories of class size did not demonstrate any substantial deviations above or below the general finding for percent of reported violent acts occurring in classrooms. It should be noted, however, that of the 139 middle/junior high schools in the study only one indicated it had an average class size below 20 students.

Building

Twice as many incidents of violence had been reported elsewhere in the building as had been reported in classrooms. About 46 percent of all the reported

acts of violence that occurred in the middle/junior high schools studied occurred not in classrooms but in the building; e.g., hallways, restrooms, etc. Schools classified in two of the 27 categories of the variables had a substantially smaller percentage (less than 33 percent) of reported violence occurred elsewhere in the building. Specifically, these were schools operating at below 76 percent of rated capacity and schools within districts classified as having low socio-economic status.

A large deviation above the general finding (more than 59 percent) for proportion of reported violence occurring in a building was not found in any of the 27 categories of the seven variables.

Outside

Nearly one-third (30 percent) of the total of all reported acts of violence in the middle/junior high schools occurred outside the school building. Schools operating with a rated capacity of enrollment between 76 and 85 percent had a substantially lower percentage of their total number of reported violent acts occur outside their buildings (below 22 percent).

Substantially large variation above the general finding of the proportion of reported violence that occurred outside was found in four of the 27 categories of the variables studied (more than 38 percent). These were in schools within districts classified as rural, within districts having low socio-economic status, operating at a rated capacity below 76 percent and for which principals were uncertain of the stability of enrollment.

Analysis of the categories within the variables of regular/split sessions, size of enrollment and class size revealed no substantial variation above or below the general finding for percentage of reported violent acts occurring outside the building.

REPORTED VIOLENCE

Sex Offenses

The general findings for middle/junior high schools studied revealed that of the total number of reported acts of violence, one percent were sex offenses. Examination of the number of reported sex offenses according to the 27 categories of the seven variables showed no substantial variation from the percent of reported acts of violence that were sex offenses. Sex offenses were not found to be more prevalent according to any of the variables studied for elementary schools.

Robberies

Generally, reported robberies in the responding middle/junior high schools constituted 15 percent of all reported acts of violence during the 12 month period studied. A substantially smaller percentage of total reported violent

acts (below 11 percent) were found to be robberies in middle/junior high schools having the following characteristics: within districts classified as rural, within districts having a socio-economic status rated as low and as middle/high, operating with rated capacity of enrollment below 76 percent, on split sessions* experiencing rapid growth, relatively stable and in which principals were uncertain of the stability of their enrollment.

At the other end, a substantially larger percentage of the total reported violent acts (more than 17 percent) were found to be robberies in middle/junior high schools categorized as steadily declining in the stability of their enrollment, and in schools having an enrollment below 400 students.

Assaults

Generally, reported assaults in the responding middle/junior high schools comprised 58 percent of all reported acts of violence during the twelve month period studied. Assaults were the most frequently identified type of violence in the middle/junior high schools. A substantially lower proportion of (below 44 percent) reported violence was found to be assaults in middle/junior high schools in districts classified as urban centers and in schools operating at a rated capacity above 100 percent.

At the other extreme, a substantially greater proportion (about 72 percent) of all reported acts of violence were found to be assaults in schools within districts classified as rural. Two middle/junior high schools responding to the survey had enrollments above 1600 students. Each of these schools had a substantially higher percentage above the general finding of their violence reported as assaults.

Analysis of the categories of the variables of socio-economic status, regular/split sessions, enrollment and class size did not demonstrate any substantial deviation above or below the general finding for assaults.

Weapons Possession

Generally, reported cases of weapons possession in the responding middle/junior high schools represented eight percent of all reported acts of violence during the 12 month period under study. A substantially lower percentage (below five percent) of reported violence was weapons possession in schools within districts classified as rural, and experiencing rapid growth. The two middle/junior high schools with enrollment greater than 1,600 students also reported a substantially lower percentage of cases of weapons possession than in the general finding.

Alternately, a substantially greater proportion (above 11 percent) of reported violence was found to be cases of weapons possession in middle/junior high schools within districts classified as urban centers, within districts having a low socio-ecnomic status, operating under split sessions, in schools in which principals were uncertain of the stability of enrollment, operating below

*Because of the small number of middle/junior high schools responding who were on split sessions, caution should be taken in the drawing of any conclusions.

76 percent of their rated capacity of enrollment and with an enrollment between 800 and 1,599 students.

Analysis of the variable of class size revealed no substantial deviations above or below the general finding on cases of weapons possession.

Drug Abuse

Generally, reported cases of drug abuse in the responding middle/junior high comprised 13 percent of all reported acts of violence during the 12 month period. A substantially smaller proportion of the total reported violent acts were found to be cases of drug abuse in schools within districts classified as rural, in districts classified as having low socio-economic status, and operating below 76 percent of rated capacity. The two middle/junior high schools with more than 1,600 students also had a substantially lower proportion of reported violence identified as drug abuse, than the general finding for all middle/junior high schools.

On the other hand, a substantially larger percentage of the total reported violent acts (more than 16 percent) was found to be drug abuse in middle/junior high schools within districts classified urban suburban, operating above 100 percent of rated capacity of enrollment, on split sessions, experiencing with an enrollment between 800 and 1,599 students

No substantial deviation in the proportion of reported violence classified as drug abuse was found within the categories of the variable of class size.

Alcohol Abuse

Generally, reported cases of alcohol abuse in the responding middle/junior high schools constituted eight percent of all reported acts of violence during the 12 month period studied. A substantially smaller proportion (less than 5 percent) of reported acts of violence were found to be cases of alcohol abuse in middle/junior high schools within districts classified as urban centers and as rural and within districts classified as having low socio-economic status.

At the other extreme, a substantially greater proportion (about 11 percent) of reported violent acts was found to be alcohol abuse in schools operating above 100 percent of rated capacity and below 76 percent of rated capacity.

Analysis of the categories of the variables of regular/split sessions, stability of enrollment, size of enrollment and class size demonstrated no substantial variation above or below the general finding for alcohol abuse in middle/junior high schools.

UNREPORTED VIOLENCE

Middle/Junior High School Principals reporting in the survey estimated that 44 percent of all acts of violence occurring at schools or in school-related activities had not been reported.

In middle/junior high schools in urban centers, in districts having low socio-economic status, operating at a rated capacity of enrollment below 76 percent, more reporting was done on violence in general. Principals of these schools estimated that only 31 percent of violent activity escaped official notice and recording. The two middle/junior high schools with enrollment above 1,600 students also estimated a substantially smaller percentage below the general finding of violence having been unreported.

But in schools with split sessions, far more violence (above 60 percent) was suspected by the principals to have gone unreported.

The general finding of 44 percent rate of unreported acts of violence prevailed and was not changed by average class size of the school.

PART III

SPECIFIC FINDINGS FOR SECONDARY SCHOOLS

Extent of Reported Violence

In the secondary schools from which principals responded, an average of 22 reported acts of violence were indicated to have occurred per school during the period under study.

The highest incidence of violence (an average of more than 28 acts per secondary school) was found in schools with one or more of the following characteristics: in districts classified as urban centers, in districts classified as having low socio-economic status, operating at more than 100 percent of rated enrollment capacity, using split sessions, experiencing rapid growth, having more than 1,600 students and an average class size greater than 27.

The lowest incidence of violence (less than 15 incidents per secondary school responding) occurred in schools where the following conditions prevailed: in urban-suburban districts and an average class size below 19.

None of the variables were without at least one category that revealed substantial differences above or below the average of 22 reported acts of violence per school.

Following, is an analysis of reported violence in secondary schools responding by precise and approximate locations.

Classroom

Fourteen percent of all reported incidents of violence occurred in classrooms in the responding secondary schools. Yet in schools with the following variables, the classrooms were the site of a substantially lower proportion (less than 10 percent) of reported acts of violence: rated capacities of enrollment between 86 and 95 percent, and over 100 percent, experiencing rapid growth, steady decline, relatively stable, and with an average class size below 19.

A substantially higher proportion of reported acts of violence (above 18 percent) was not found to occur in classrooms in secondary schools according to any of the 27 categories of the seven variables studied.

Buildings

Violence in the responding secondary schools occurred more than three times as frequently (48 percent of the time) elsewhere in the building as in the classrooms. These other sites included hallways, restrooms, stairwells, etc. Percentage of violence outside the classroom but in the building dropped dramatically (below 33 percent) in schools seen by their principals to be experiencing rapid growth, steady decline or relative stability in enrollment.

A substantially larger proportion (more than 62 percent) of reported violence was found to have occurred in secondary school buildings that were located in districts of low socio-economic status.

Outside the School Building

Twenty-nine percent of all reported acts of violence occurred somewhere outside the school building. Yet secondary schools in urban centers, in districts having low socio-economic status, experiencing rapid growth, steady decline or relative stability, had a sharply lower proportion (below 20 percent) of reported acts of violence occurring outside the school building.

The proportion of total reported acts of violence outside of the school building increased sharply to more than 37 percent in secondary schools where average class size was below 20 students.

REPORTED VIOLENCE

Sex Offenses

Sex offenses accounted for one percent of the total volume of reported acts of violence. This rate prevailed throughout all 27 categories, with no incidents of reported sex offenses occurring in schools with an average class size below 20.

Robberies

Robberies comprised eight percent of all reported acts of violence in the responding secondary schools. The eight percent dropped (below 6 percent) in secondary schools classified as rural and in districts of low to middle socio-economic status.

But robberies constituted a larger proportion (above 10 percent) in secondary schools in districts classified as urban centers and as suburban, in districts with a socio-economic status rated as low, as middle to high and also as high, operating at a rated capacity of enrollment between 96 and 100 percent, operating on regular sessions, experiencing steady decline in enrollment, relative stability

of enrollment, having enrollment between 800 and 1,599 students and with an average class size below 26.

Assaults

Assaults were the most frequent acts of violence reported from the responding secondary schools accounting for 33 percent of all reported violence.

The proportion of reported violence that was assaults dropped dramatically (below 23 percent) in responding secondary schools in districts of high socio-economic status, operating at a rated capacity of enrollment between 76 and 85 percent and with an average class size below 20. Assaults increased substantially in proportion (above 42 percent) in the responding secondary schools in urban centers, in districts of low to middle socio-economic status and with enrollment between 400 and 799.

The variables of split sessions and stability of enrollment did not demonstrate any substantial deviation from the general finding for the proportion of total reported violent acts that were assaults in the secondary schools studied.

Weapons Possession

Cases of Weapons Possession represented seven percent of total reported acts of violence in the responding secondary schools. But weapons possession accounted for a smaller proportion (less than 5 percent) of reported violence in secondary schools on split sessions, with enrollment between 400 and 799, and with an average class size below 20.

In responding secondary schools in districts classified as having a low socio-economic status, weapons possession increased to more than nine percent of reported total violence.

There were no substantial deviations above or below the general finding for reported cases of weapons possession in the responding secondary schools when examined against the variables of community type, rated capacity of enrollment and stability of enrollment.

Drug Abuse

Cases of reported drug abuse accounted for almost as much of the reported violence in the responding secondary schools as did assaults. Cases of drug abuse represented 30 percent of all reported violence in the secondary schools studied.

Responding secondary schools had a substantially smaller proportion (below 27 percent) of their reported violence identified as drug abuse when the schools were marked by the following characteristics: in districts classified as urban centers and as suburban, in districts classified as having a low to middle socio-economic status, and operating with an enrollment between 400 and 799 students.

The proportion of reported violence that was drug abuse increased substantially (above 39 percent) in secondary schools operating at a rated capacity of enrollment between 76 and 85 percent, experiencing rapid growth and having an average class size below 20 students.

There were no substantial deviations above or below the general finding for reported cases of drug abuse in the responding secondary schools when examined against the variables of split and regular sessions.

Alcohol Abuse

Reported cases of alcohol abuse ranked third behind assaults and drug abuse in its proportion of the total reported violence in the responding secondary schools. Alcohol abuse represented 17 percent of all reported violence in the secondary schools for which data was collected.

A marked drop in reported cases of alcohol abuse (below 12 percent) occurred in secondary schools characterized as being in urban centers and being in districts classified as having low socio-economic status.

Cases of alcohol abuse rose dramatically in their proportion of total violence (above 22 percent) when secondary schools were found to be located in suburban-rural districts, in districts classified as having middle to high socio-economic status and operating on split sessions.

Substantial variations from the general finding of the proportion of total reported violence represented by alcohol abuse were not found in examination of the variables of stability of enrollment, rated capacity of enrollment, size of enrollment and class size.

UNREPORTED VIOLENCE

Secondary school principals responding to the survey estimated that 60 percent of all acts of violence occurring in school or at school-related activities had not been reported. No substantial deviation occurred from this general finding on the extent of estimated unreported violence within any of the categories of the seven variables studied.

PART IV

SPECIFIC FINDINGS FOR VOCATIONAL SCHOOLS

Extent of Reported Violence

Principals from the responding vocational schools indicated an average of 11 reported acts of violence per school during the June, 1976 to May, 1977 survey period. Throughout this analysis, it should be kept in mind that the

variables of community type and socio-economic status did not apply to the vocational school population. It should also be noted that the category of steady decline in the variable of stability of enrollment and the category of average class size greater than 27 within the class size variable had only one school reporting and, therefore, were not used in the analysis.

The highest incidence of violence (an average of more than 15 acts per school) was found in responding vocational schools with the following characteristics: operating at between 96 and 100 percent of rated enrollment capacity and with an enrollment below 200 students.

The lowest incidence of violence (less than 7 incidents per school) occurred in responding vocational schools where enrollment was between 200 and 399 students.

There was no substantial deviation from the general finding of an average of 11 reported acts of violence per responding vocational schools when the information from these schools was analyzed against the categories of the following variables: split sessions, stability of enrollment and average class size.

Following is an analysis of reported violence in the responding vocational schools by approximate locations of the reported incidents.

Classroom

Thirty-one percent of all reported incidents of violence in the responding vocational schools occurred in classrooms. In vocational schools with enrollment between 200 and 399, the classrooms were the site of only 12 percent of reported acts of violence. A substantially higher percentage of reported acts of violence (above 42 percent) occurred in the responding vocational schools operating on split sessions.

There were no substantial deviations from the general finding for responding vocational schools for the proportion of violence reported to have occurred in classrooms when the information from the schools was analyzed according to the variable of rated capacity of enrollment.

Buildings

Violence in the responding vocational schools occurred as often (31 percent of the time) elsewhere in the building as in the classrooms. These other sites included hallways, restrooms, stairwells, etc. In responding vocational schools having an enrollment between 200 and 399 students, a substantially higher proportion (more than 44 percent) of reported violence occurred outside the classrooms but in the building.

No substantial deviations from the general finding for the proportion of violence reported to have occurred in buildings but outside classrooms were demonstrated when the data were analyzed in terms of the variables of rated capacity of enrollment, split sessions, stability of enrollment and class size.

Outside the School Building

Twenty-six percent of all reported acts of violence occurred somewhere outside the responding vocational school buildings. Vocational schools operating at a rated capacity of enrollment between 86 and 95 percent demonstrated the highest rate of violence (47 percent.) A substantially smaller proportion of reported violence occurred outside vocational schools that were operating above 100 percent of rated capacity of enrollment.

Substantial deviations above or below the general finding for proportion of total violence occurring outside the responding vocational schools were not found when the data from these schools were analyzed against the categories of the following variables: split sessions, stability of enrollment, size of enrollment and average class size.

REPORTED VIOLENCE

Sex Offenses

Sex offenses accounted for only two percent of the total volume of reported acts of violence in the responding vocational schools. A substantially greater proportion of reported violence was found to be sex offenses in responding vocational schools that were operating about 100 percent of rated capacity of enrollment and with enrollments between 400 and 799 students.

No instances of sex offenses were indicated in responding vocational schools that were operating between 86 and 95 percent of their rated capacities of enrollment, operating with enrollments below 400 students and having an average class size below 20 students.

Within the variables of split sessions and stability of enrollment, no substantial deviations were demonstrated from the general finding of the proportion of total reported violence that was classified as sex offense.

Robberies

Robberies were eight percent of all reported acts of violence in the responding vocational schools. The eight percent dropped sharply (below 5 percent) in vocational schools classified as follows: in schools with rated enrollment capacity between 86 and 95 percent and above 100 percent, experiencing rapid growth and having an enrollment greater than 800 students.

But robberies constituted a substantially larger proportion of reported violence (more than 11 percent) in vocational schools that were operating between 96 and 100 percent of rated capacity of enrollment. Split sessions and average class size were two variables that did not demonstrate any substantial deviation from the general finding of the proportion of total reported violence that was robbery.

Assaults

Assaults were the most frequent acts of violence reported in the responding vocational schools accounting for 48 percent of all reported violence.

Responding vocational schools operating on regular sessions, experiencing rapid growth and having an enrollment below 200 students expressed substantially greater proportions (above 64 percent) of reported violence to be assaults.

Rated capacity of enrollment and average class size were two variables that did not deviate substantially from the general finding of the proportion of total reported violence that was assault.

Weapons Possession

Cases of weapons possession represented seven percent of total reported acts of violence in the responding vocational schools. But weapons possession accounted for substantially less (below 4 percent) of reported violence in vocational schools that were operating above 100 percent of rated capacity and had enrollments larger than 800 students.

When the responding vocational schools were operating below 85 percent of rated capacity of enrollment, weapons possession shot up substantially (above 10 percent) in the proportion of total violence represented.

Split sessions, stability of enrollment and average class size demonstrated no substantial variations on the proportion of reported violence in the responding vocational schools that was weapons possession.

Drug Abuse

Instances of reported drug abuse comprised 29 percent of the reported violence in the responding vocational schools. Substantially lower proportions of violence were reported below this general finding (below 19 percent) in responding vocational schools that were operating between 96 and 100 percent of rated capacity of enrollment, on regular sessions, experiencing rapid growth and with an enrollment below 200 students. No instances of reported drug abuse had been indicated in vocational schools classified as relatively stable in their enrollment.

However, responding vocational schools that were operating with enrollments above 800 students expressed a substantially higher proportion of reported violence as drug abuse (above 39 percent.)

Only within the variable of average class size was no substantial variation found from the general finding of the proportion of reported violence in responding vocational schools that was drug abuse.

Alcohol Abuse

Cases of reported alcohol abuse were the second least frequent type of violence identified in the responding vocational schools, accounting for only 6 percent of all reported violence. In responding vocational schools operating

above 100 percent of rated capacity of enrollment and below a 200 student enrollment, a substantially smaller proportion (below 4 percent) of total reported violence was identified as alcohol abuse.

Responding vocational schools that were operating at a rated capacity between 86 and 95 percent and with a student enrollment between 200 and 399 students, had substantially larger proportions (above 8 percent) of total violence identified as cases of alcohol abuse.

Within the variables of stability of enrollment and average class size, no substantial deviation was found from the 6 percent general finding of total violence in responding vocational schools identified as alcohol abuse.

UNREPORTED VIOLENCE

Responding vocational school principals noted that they believed 68 percent of all acts of violence occurring in school or at school-related activities had gone unreported.

Substantially larger proportions of violence was believed to have been reported in responding vocational schools that were operating at a rated capacity of enrollment between 96 and 100 percent, and with student enrollments below 200 and above 800.

The variables of class size and stability of enrollment demonstrated no substantial differences from the general finding of 68 percent of all violence in the responding vocational schools estimated to have gone unreported.

CHAPTER 3

CONCLUSIONS AND RECOMMENDATIONS RESULTING FROM THE SCHOOL VIOLENCE SURVEY

EXTENT OF VIOLENCE

The extent of violence reported in the public schools during the period of the survey increased from an average of four incidents per year per elementary school to thirteen per year per middle/junior high school, to 22 per year per secondary school. Obviously, the secondary schools studied faced acts of violence twice as frequently as did the middle/junior high schools studied. Middle/junior high schools studied, on the other hand, faced acts of violence three times more frequently than the elementary schools studied. It is the conclusion of the Committee that the greatest extent of violence occurred in the secondary schools responding to the survey.

The Committee recommends that boards of education with secondary schools establish as a high priority an investigation and promulgation of means to combat violence in their schools.

Increased incidence of violence above that generally found in the responding elementary schools was associated in the survey with schools near, at, or above certain physical and administrative limits at which the problems of administration and classroom management grow more complex and difficult. These limits can be viewed as zones where conditions favoring or encouraging violence appear to grow stronger. The survey indicates that these limits for responding elementary schools are: enrollment above 800 students, enrollment above 100 percent of rated capacity, average class size above 27 students, and use of split sessions. The survey also revealed that responding elementary schools experienced higher incidents of violence when the communities in which they existed demonstrated certain characteristics. The community characteristics associated with higher incidents of violence in elementary schools were urban center communities, rural communities and communities classified as having low socio-economic status.

Responding elementary schools in or near these danger zones should look for insight into elementary schools that were located in urban-suburban, suburban and suburban-rural settings, in districts classified as having high socio-economic status. Elementary schools experiencing a steadily declining enrollment, as well as schools with an enrollment below 200 students, might also reveal insights into reducing the potential for violence.

For the responding middle/junior high schools, the survey indicates that the danger zones are: enrollment above 100 percent of rated capacity, average class size above 27 students, and use of split sessions. Community characteristics associated with higher incidents of violence in middle/junior high schools were that of being a rural community and that of experiencing a rapid growth of enrollment.

For responding secondary schools, the survey indicates that the danger zones are: enrollment above 1,600 students, enrollment above 100 percent of rated capacity, average class size above 27 students, and use of split sessions. Community characteristics associated with higher incidents of violence in secondary schools were urban center communities, communities classified as having low socio-economic status, and experiencing rapid growth of enrollment.

Responding secondary schools in or near these danger zones should look for suggestions for decreasing the potential violence in their schools by examining secondary schools in urban-suburban setting and secondary schools having an average class size below 20.

For responding vocational schools, the survey indicates that the danger zones are: enrollment below 200 students and an enrollment between 96 and 100 percent of rated capacity. Responding vocational schools in or near these danger zones should look for insight into vocational schools that have an average enrollment of between 200 and 399 students.

It appears safe to conclude that principals, superintendents, and members of boards of education should keep a critical eye out for evidence of movement by schools in their respective districts toward one or more of these limits. Depending upon the individual district and school, these officials may find it necessary and wise to take action to prevent or retard movement toward these danger zones.

Where schools are influenced by variables over which administrators and boards of education have no control, i.e., such factors as stability of enrollment, wealth or poverty of the district, and type of community, to the extent that these factors are associated with high rates and incidence of violence, further analysis might profitably be made of districts with similar educationally unmanageable external conditions, yet which have little violence, to learn, if possible, how such districts keep violence at a minimum.

Elementary school officials in communities classified as urban centers, rural, or as having low socio-economic status, should begin immediate examination of their conditions to determine what changes in personnel deployment, programs and architecture can be made to provide active student supervision and structured activities for students.

Middle/junior high school officials in communities classified as rural or experiencing rapid growth of enrollment, should begin immediate examination of their conditions to determine what changes in personnel deployment, programs and architecture can be made to provide active student supervision and structured activities for students.

Secondary school officials in communities classified as urban centers, having low socio-economic status, or having rapid enrollment growth, should begin immediate examination of their conditions to determine what changes in personnel deployment, programs and architecture can be made to provide active student supervision and structured activities for students. Specifically, secondary schools in urban-suburban districts and secondary schools with an average class size below 20, should be examined to determine if any conditions exist which may be transferable to their schools.

LOCATIONS OF VIOLENCE

Elementary schools responding to the survey were found to have an average of one reported incident per school year occur in a classroom. In the middle/junior high schools studied, an average of three reported violent acts occurred per year in a classroom. The same number of reported violent acts, three per year, were indicated to have occurred in classrooms in the secondary schools responding. The Committee concluded that there was no substantial difference according to grade level in the number of violent acts reported to have occurred in classrooms during the time of the survey. The Committee recommends, however, that boards of education take appropriate action to enable administrators and teachers to respond quickly in dealing with classroom violence.

With respect to an inordinate proportion of violence occurring in classrooms in the responding elementary schools, it is suggested that some strategies for reducing violence may be gleaned from elementary schools in suburban and suburban-rural settings, in high socio-economic districts, as well as those on split sessions and having an average class size below 20 students. Specifically, responding elementary schools with a rated capacity of enrollment between 86 and 95 percent would profit from such an examination, since responding elementary schools with this characteristic had a high proportion of their reported violence occur in classrooms.

In the responding middle/junior high schools, insight into decreasing the potential for violence could be gained from an examination of middle/junior high schools in rural settings, operating at a rated capacity of enrollment over 100%, on split sessions and having an enrollment between 400 and 799 students. Specifically, responding middle/junior high schools would profit most if they examined schools in a suburban setting, operating between 96 and 100%, in districts experiencing rapid growth and having an enrollment of below 400 students.

Classroom violence was not found to be disproportionately higher within any of the categories of the seven variables studied for responding secondary schools. Perhaps, however, the general amount of violence in secondary classrooms could be decreased if programs, staff deployment and architecture are studied in responding secondary schools which experienced unusually low amounts of violence. These were secondary schools that were operating at 86 to 95 percent of rated capacity of enrollment, as well as those operating above 100 percent of rated capacity of enrollment, experiencing rapid growth of enrollment, or steady decline or even experiencing relative stability of enrollment, and operating with an average class size below 20 students.

Responding vocational schools operating on split sessions might profit in a decrease in classroom violence, if some time were given to examining how vocational schools with enrollments below 400 students operate.

Violence outside the classroom was found to be the most extensive problem in all grade levels of schools surveyed. Vocational schools indicated that two-thirds of all reported violence occurred outside the classroom. Middle/junior high schools and elementary schools indicated that three-quarters of all reported violence occurred outside the classroom and secondary schools indicated that four-fifths of all reported violence occurred outside the classroom.

Building violence outside the classroom in elementary schools may be decreased if discernable effective programs, staff deployment or architectural differences can be identified in those responding elementary schools that had unusually low amounts of building violence. These were elementary schools that were located in districts classified as having a middle to high socio-economic status, operating with an enrollment below 200 students and having an average class size below 20 students.

As in the responding elementary schools, building violence outside the classroom in the responding middle/vocational schools was not found to be disoportionately higher within any of the categories of the variables studied. Responding middle/junior high schools worth studying for possible insights into means of decreasing building violence were those in districts classified as having a low socio-economic status and operating below 76 percent of rated capacity of enrollment.

The exact opposite situations was found to be the case, however, in responding secondary schools that were located in districts classified as having low socio-economic status. These secondary schools experienced the highest amount of building violence outside the classroom. While it can be argued that such schools might profit from examining the programs, staff deployment and architecture of any other type of secondary schools, perhaps the most significant improvement would result from an examination of secondary schools that experienced rapid growth of enrollment, as well as steady decline. Even responding secondary schools responding to the survey that were described as having a relatively stable enrollment might offer ideas for decreasing violence.

Vocational schools with an enrollment below 400 but above 200 students, while having a low incidence of classroom violence, surprisingly revealed the highest amount of building violence outside the classroom. Examination of the other categories of the variables for vocational schools responding did not reveal any characteristics associated with unusually low amounts of violence in buildings but outside classrooms. It would seem likely to speculate however, that some profitable suggestions would develop for the responding vocational schools that had enrollment between 200 and 400 students, if they examined the schools in situations different from their own.

It was further discovered that reported violence outside the classroom occurred outside the building in two out of every three cases in elementary schools surveyed, but shifted to two out of every three cases inside the building in middle/junior high schools and secondary schools. Vocational schools indicated equal proportions of violence outside the classroom, but in the building, and outside the building.

In the responding elementary schools, disproportionate amounts of violence were reported to have occurred outside the school building when associated with any of the following six categories: located in suburban and suburban-rural settings, located in districts classified as having a middle to high socio-economic status, operating buildings at a rated capacity of enrollment between 76 and 85 percent, operating on split sessions and having an average class size below 20. Schools associated with these characteristics would be examining districts in different settings and especially schools with an enrollment greater than 800 students to determine program, staff deployment and architectural differences which could enhance a reduction of violence.

Several characteristics were also associated with high proportions of violence outside the school building in the responding middle/junior high schools. These were rural setting, districts classified as having a low socio-economic status and operation below 76 percent of rated capacity of enrollment. Middle/ junior high schools with enrollment between 76 and 85 percent of rated capacity of enrollment may hold some clues to effective reduction of violence outside the middle/junior high schools.

Only in responding secondary schools operating with an average class size below 20 students, was there a disproportionately higher incidence of reported violence outside the building. It appears that some relief might be gained from outside violence by thorough examination of secondary schools in urban center settings, in low socio-economic districts, experiencing rapid growth in enrollment or steady decline and even those with a relatively stable enrollment.

Responding vocational schools with a rated capacity of enrollment between 86 and 95 percent, demonstrated a disproportionately high amount of violence outside their respective school buildings. Some ideas for reducing outside violence might be gleaned from vocational schools that were operating at a rated capacity of enrollment beyond 100 percent.

The Committee concluded that the greatest frequency of school related violence in the schools responding to the survey occurred outside the classroom and that in middle/junior high schools and secondary schools the greatest frequency of violent acts occurred outside the classroom, but elsewhere in the building.

It appears safe to state that students in classrooms were in a more orderly environment with active student supervision than when they were outside classrooms and therefore, less prone to acts of violence.

Local boards of education are urged to examine the arrangements in each of their schools relating to student supervision outside the classroom and outside the building. The Committee is compelled to take this opportunity to recognize that the presence of a teacher apparently diminishes the potential for violence. The Committee recommends that all boards of education investigate and provide various means for enhancing student supervision and order to activities outside the classroom. Boards of education governing elementary schools should pay special attention to supervision and activities outside the school, those with middle/junior high schools and secondary schools should pay special attention to supervision and activities inside the building but outside the classroom. These recommendations are not meant to suggest adherence to a strict order for classroom transfer, playground and lunchroom activity. They are meant to suggest, however, that the absence of any semblance of order or active student supervision could very likely increase the potential for violence.

TYPES OF VIOLENCE

In all schools responding to the survey, reported assaults were found to be the most frequently indicated type of violence. Assaults were defined as the intentional causing of physical injury (impairment of physical condition or substantial pain) to another person, with or without a weapon or dangerous instrument.

Analysis of the categories of the variables studied for the responding elementary schools, did not reveal characteristics associated with any schools that would make them desireable subjects of a study to identify means for reducing the proportion of assaults in elementary schools.

Middle/junior high schools in rural settings had a disproportionate amount of assaults reported. These schools might profit in a comparison of their schools in programs, staff deployment and architecture with middle/junior high schools in urban center settings and operating with a rated capacity of enrollment beyond 100 percent. Middle/junior high schools responding to the survey had a disproportionate amount of violence occur outside the building and an unusually low proportion of violence occur in classrooms. Middle/junior high schools in rural settings, should, therefore, examine what they can be doing to decrease the potential for violence outside their buildings.

Assaults in the responding secondary schools appeared to be a much greater problem in secondary schools that were in urban center settings, that were located in districts with a low to middle socio-economic status and that were operating with an enrollment between 400 and 799 students. These schools might find some relief in examining the programs, staff deployment and architecture of secondary schools that were operating at a rated capacity of enrollment between 76 and 85 percent and that were operating with an average class size below 20.

Responding vocational schools operating on regular sessions, experiencing rapid growth of enrollment and operating with an enrollment below 200 students, might find ways to decrease the proportion of assaults in their schools by closely examining the program, staff deployment, and architecture of vocational schools with characteristics different from their own.

Sex offenses were found to be the least frequently reported act of violence in all grade levels of schools responding. This cannot suggest, however, that sexual attacks are so infrequent that school officials should not be prepared to handle them or be working to prevent them.

Responding vocational schools had both the least frequent and most frequent reports of sex offenses. Sex offenses in vocational schools operating at a rated capacity of enrollment beyond 100 percent and with enrollment between 400 and 799 students, might be decreased through a comparison of programs, staff deployment and architecture in vocational schools that operated with a rated capacity of enrollment between 86 and 95 percent, had enrollments below 400 students, and operated with an average class size below 20 students.

While assaults were the most frequently reported violent act in elementary, middle/junior high, secondary and vocational schools, drug and alcohol abuse increased in occurrence in middle/junior high schools. Further, in secondary schools responding to the survey, incidents of drug abuse were reported to school officials almost as frequently as assaults with cases of alcohol abuse not too far behind.

Even though the proportion of reported drug abuse was comparatively small in the responding elementary schools, officials in elementary schools that were in suburban-rural settings and suburban settings, as well as those in districts classified as having high socio-economic status and operating with an average class size greater than 27, should be searching for means to reduce the higher proportions of violence found in their schools.

Responding middle/junior high schools in suburban settings, operating at a rated capacity of enrollment beyond 100 percent, operating on split sessions, experiencing a steady decline in enrollment and having an enrollment between 800 and 1600 students, should be searching for means to decrease drug abuse in their schools. Some insights might be obtained by studying the program, staff deployment and architecture of middle/junior high schools that were located in districts classified as having a low or a low to middle socio-economic status and operating at a rated capacity of enrollment below 76 percent.

Operation at a rated capacity of enrollment between 76 and 85 percent, rapidly growing enrollment and an average class size below 20 were characteristics of responding secondary schools associated with disproportionate amounts of drug abuse. Recommendations for dealing with these larger proportions of drug abuse might be gleaned from secondary schools found in urban center or suburban settings, located in districts classified as having a low to middle socio-economic status and operating with an enrollment between 400 and 799 students.

Only vocational schools responding to the survey with enrollments greater than 800, demonstrated an inordinate amount of drug abuse. Officials from these schools should look for clues to reduce drug abuse through comparisons of vocational schools operating at between 96 and 100 percent of the rated capacity of enrollment, operating on regular sessions, experiencing rapid growth of relative stability, as well as with an enrollment below 200 students.

With respect to reported incidences of alcohol abuse in elementary schools responding to the survey, officials in schools with the following characteristics should be searching for ways to decrease the cases of alcohol abuse: located in suburban-rural and suburban settings, located in districts classified as having a middle to high and a high socio-economic status.

Responding middle/junior high schools with disproportionate amounts of alcohol abuse, that is, those operating at a rated capacity of enrollment below 76 percent and above 100 percent, should be looking for possible ideas to decrease alcohol abuse in middle/junior high schools located in urban center and rural settings, located in districts classified as having a low socio-economic status, and operating with an enrollment below 400.

Proposals for decreasing the proportion of alcohol abuse in secondary schools located in suburban-rural settings, in districts with a middle to high socio-economic status and on split sessions, might be obtained by examining secondary schools in urban center settings and in districts classified as having a low socio-economic status.

Alcohol abuse in responding vocational schools operating at between 86 and 95 percent of rated capacity of enrollment and with enrollments between 200 and 399 students, might be decreased through an analysis of vocational schools operating at more than 100 percent of rated capacity of enrollment and with less than 200 students.

The percentage of reported violent acts that were identified as robbery and weapons possession remained roughly proportionate in vocational, secondary, middle/junior high and elementary schools responding to the survey.

In the responding elementary schools, weapons possession should be addressed in schools in urban-suburban settings, on split sessions and experiencing a steady decline in enrollment. Some ideas for reducing weapons possession in these elementary schools might be gleaned from a study of elementary schools in rural settings and in districts classified as having a high socio-economic status.

Weapons possession appeared to be a problem in responding middle/junior high schools that were characterized as being in an urban center setting, in districts classified as having a low socio-economic status, operating below 76 percent of rated cpaacity of enrollment, operating on split sessions and that had an enrollment between 800 and 1599 students. Since responding middle/junior high schools in rural settings had an unusually small proportion of weapons possession, an examination of their operations might yield some ideas for curbing weapons possession in those schools with disproportionately more cases.

Only in responding secondary schools that were classified as being in districts identified as having a low socio-economic status was weapons possession unusually high in its proportion of appearance. Some ideas for decreasing cases of weapons possession might be obtained from a comparison to secondary schools on split sessions, operating with enrollments between 400 and 799 students and with an average class size below 20.

Vocational schools responding to the survey, revealed weapons possession to be more of a problem in schools operating at a rated capacity of enrollment below 85 percent. A comparison of operations with vocational school operating at more than 100 percent of rated capacity of enrollment and with more than 800 students could reveal some strategies for reducing the cases of weapons possession.

Robberies in elementary schools responding to the survey were found to be more of a problem in urban-suburban settings. An examination of elementary schools in suburban, suburban-rural, rural settings, as well as those operating above 100 percent of rated capacity of enrollment, experiencing rapid growth of enrollment and with an average class size below 20, could reveal strategies for reducing the extent of robberies.

Middle/junior high schools experiencing a steady decline in enrollment and operaing with an enrollment below 400 students, should look to middle/junior high schools in rural settings, in districts classified as having low socio-economic status and a middle to high socio-economic status, operating below 76 percent of rated capacity of enrollment, on regular sessions, experiencing rapid growth of enrollment, or relatively stable in enrollment, with enrollments between 400 and 799 students and with an average class size greater than 27, for ideas to effectively reduce the potential for robbery.

Strategies for reducing robberies in secondary schools may be obtained from an analysis of schools in rural settings and in districts classified as having a low to middle socio-economic status. Robberies were a larger problem in responding secondary schools with the following characteristics: located in urban centers and suburban settings, in districts classified as having a low, or middle to high or high socio-economic status, operating between 96 and 100 percent of rated capacity of enrollment, on regular sessions, experiencing a steady decline in enrollment or relatively stable, with enrollments between 800 and 1599 students, and with an average class size below 27.

Robberies in responding vocational schools appeared to be more of a problem in schools operating between 96 and 100 percent of their rated capacity of enrollment. Suggestions for reducing robberies might be gleaned through a comparison of programs, staff deployment, architecture of vocational schools operating at between 86 and 95 percent of rated capacity of enrollment, over 100 percent of rated capacity of enrollment, experiencing rapid growth in enrollment, and having an enrollment above 800 students.

Upon reviewing these findings and conclusions, the Committee must recommend that local boards of education actively work to assure in their schools curricula and atmosphere which promote the basic tenets of the socialization process. That is, boards of education should be calling upon their administrators, teachers and support staff, to not only instruct students, but to promote by example as well, (1) methods of harmonious conflict resolution, (2) respect for others, (3) enhancement of self-esteem and self-worth, and (4) respect for the property of others.

UNREPORTED INCIDENTS

In the responding elementary, middle/junior high, secondary and vocational schools, the principals suspected that at least as much violence was unreported to school officials as was reported during the time of the study. The Committee must conclude that if half of all violence was not reported, school officials could not adequately respond to all the ramifications of violence nor could they adequately work toward diminishing the potential for violence in schools or at school related activities. It is recommended, therefore, that local boards of education use appropriate means to encourage students, teachers, and others who may be victims of violence to report such actions to school officials.

RELATED FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Six questions, common to all schools surveyed, were asked in the last part of the School Violence Survey. These questions addressed the presence of record-keeping, procedures for reporting and dealing with incidents of violence, preparation of administrators, perceived change in frequency of violent acts, and innovations to reduce violence.

RECORD-KEEPING

To the first question, 25 percent of the responding principals (351) stated that neither they nor members of their staff maintained records of the number and type of violent acts committed at their schools. Another four percent (57) did not respond to this question. It was concluded that in nearly three of every ten schools from which principals responded, records were not kept of acts of violence at the time of the survey. The Committee cautions that in some instances there may have been no acts of violence to record. Unfortunately, other data collected tends to cast considerable doubt on the possibility of no violence in a school. The Committee questions the reliability of depending on memory for assessing the needs of a school in handling and preventing violence.

The Committee urges local school boards to inquire as to the existence and nature of record-keeping and, in the absence of such, adopt policy requiring record-keeping of acts of violence in order to make judgments as to the future handling and prevention of violence.

POLICIES FOR REPORTING TO POLICE, PARENTS, SUPERINTENDENT

While nearly three of every ten of the responding principals had not kept records of violent acts committed at their schools, only twelve percent (168) reported that their districts had not established policies related to procedures for reporting violent acts to police, parents, or superintendent. However, another six percent (90) indicated that they were uncertain as to the existence of such policies and another two percent (26) did not respond to the question. It is the conclusion of the Committee that nearly one of every five of the responding principals was not working with the knowledge of a formal policy to guide him or her in reporting acts of violence to police, parents or the superintendent at the time of the survey.

The Committee urges, therefore, boards of education to determine the existence of policies regulating the reporting of acts of violence to police, parents and the superintendent and in its absence, to adopt appropriate policies.

POLICIES FOR DEALING WITH VIOLENCE

When asked if their respective districts had policies relating to procedures for dealing with incidents of violence, twelve percent (163) of the responding principals indicated that no such policies existed. Approximately eight percent (113) were uncertain and almost three percent (38) did not respond. Again, the Committee concluded that nearly one in every five of the responding principals was not working with the knowledge of a formal policy to guide him or her in dealing with incidents of violence at the time of the survey.

The Committee fears that the absence of such policy may result in inconsistent reaction, or even worse, no reaction on the part of school authorities. Therefore, the Committee urges local boards of education to determine the existence of policies for dealing with incidents of violence and, in the absence thereof, to adopt appropriate policy and disseminate it to the building principals.

TRAINING OF ADMINISTRATORS

One of the most telling responses of the principals came in answer to the question: Did preparation for your position deal with procedures for handling violence in your school? Nearly 80 percent (1100) of the responding principals reported that training for their positions did not deal with procedures for handling violence in their schools. Nearly another three percent (38) did not respond to this question.

It is the conclusion of the Committee that four of every five of the responding principals had experienced no training for dealing with acts of violence at the time of the survey. The Committee takes liberty to speculate

that since the vast majority of school administrators rise from the ranks of the teaching profession, one may, in all likelihood, conclude that very few classroom teachers have had any training for dealing with acts of violence.

The Committee views this finding with considerable apprehension. It is strongly recommended that boards of education direct their administrators to secure training through special course work and workshops to formally prepare them for the handling and prevention of acts of violence in their schools or at school related activities. Further, it is recommended that the New Jersey State Board of Examiners require such training for certification purposes of principals. The Committee also urges institutions of higher education that conduct programs in school administration to incorporate in their curricula material that will enhance the ability of administrators in the handling and prevention of acts of violence.

CHANGE IN EXTENT OF SCHOOL VIOLENCE

The Survey also attempted to have principals compare the reported extent of violence during 1976-1977 with the previous twelve month period. The results are itemized in Table 1.

TABLE 1

COMPARISON OF EXTENT OF VIOLENCE IN THE SCHOOLS OF THE RESPONDING PRINCIPALS FOR THE PERIOD BETWEEN JUNE 1, 1976 AND MAY 31, 1977 AND THE PREVIOUS TWELVE MONTH PERIOD

Comparison	Number of Principals Responding	Percent
Increased	48	3
Decreased	231	17
Remain unchanged	864	62
Uncertain	80	6
No response	164	12

N=1387

It is the conclusion of the Committee that the extent of violence in the public schools of New Jersey that responded to the survey did not increase during the period of time studied. The Committee was encouraged to find that nearly one in every five of the responding principals indicated they experienced a decrease in the extent of violence.

CHAPTER 4

ANALYSIS OF INNOVATIVE PROGRAMS DESCRIBED BY REPLYING PRINCIPALS

The New Jersey School Boards Association's Committee To Study School Violence is appreciative of the many Building Principals, who took the time and effort to answer the last question of the survey, which was:

Describe any innovations your school may have instituted to reduce the number of violent acts. Briefly describe the innovative actions or programs which wither succeeded or failed in reducing violence in your school. Indicate the initiation date and estimated reduction for each action or program described.

The Committee abstracted what was believed to be potentionally useful proposals, and grouped them into four major categories. The outline appears below, with all identifying names of people, schools and committees removed.

The Committee is truly grateful to the responding Principals who shared their insights and suggestions for making schools a safer and more rewarding experience for our children.

The list of programs recommended by the principals fall into four categories:

1. Community

    a. School meetings with parents
    b. Letters to parents
    c. Coffee clatches with parents
    d. Parent and community involvement
    e. Policy-community programs

2. Faculty

    a. Monitor lunch and play areas
    b. Monitor bus loading and corridors
    c. Periodic checks of lavatories
    d. Establishment of a Faculty Senate
    e. Communication with parents through conference, phone, letter and newsletter

3. Students

    a. Articulation between student body and administration
    b. All female students travel in pairs
    c. All primary students travel in pairs
    d. Assembly programs
    e. Student orientation
    f. Student safety patrols

4. Action

a. Establishment of firm discipline rules
b. In school suspension plan
c. 1/2 hour lunch to reduce free time
d. Behavior modification programs
e. Value clarification programs
f. Safety courses
g. Safety clubs
h. "Rigorous" discipline code
i. Full time security force
j. Walkie-talkie radios
k. All doors except front door are kept locked during school hours
l. Intercom system to screen all people entering building
m. Group dynamic techniques and activities used to develop awareness, self image and confidence building
n. Group counseling of disruptive students

In noting reasons why violent incidents have increased, the following are typical samplings of the comments:

1. "Lenient court handling of offenses."

2. "Greater tolerance of violence on the part of society."

3. "Influence of television violence."

4. "Permissiveness of parents and society."

5. "The need for better and systematic supervison of halls by teachers. Most acts of violence occur in unsupervised areas."

1. Community

a. School meetings with parents

- Improved Communication with Parents - This was and still is being accomplished by having an "Open Door" policy by which parents may come into the school to observe programs in action and talk with teachers in general. The main idea is to allow students to see their parents and teachers communicating in good spirit.

b. Letters to parents

- Letters to parents re: violence on T.V., with suggestions on how to handle it - successful.

- Instituting Administrative "Info-Gram" (Communication from Administration to home) for the purpose of discussing issues of mutual concern.

c. Coffee clatches with parents

- No information documented in this category.

d. Parent and community involvement

- Parents, students and other community persons were actively involved in the planning, staffing, organization and evaluation of the school from the very outset. This has brought about a feeling that the school belongs to all persons in the community and as such, parents, students and community folk take pride in the building. Additionally, the building is open to the pupils and the community from 8:30 a.m. to approximately 11:00 p.m. daily, except for Sunday. In addition, teachers have geared their program to teach for development of self-discipline and self-direction.

- All adults in the school were responsible for all students all of the time. Parents and all members of the community were requested to also accept this philosophy. Students who fought were immediately suspended until the parents came to school for a conference. Most suspensions were just for the remainder of the school day.

- We increased the number of parents' visitations from two to three per term, two evening sessions and one afternoon session. This provided more community involvement and interaction between staff and parents.

- We have a Community Relations person on permanent assignment to the principal's office.

1. Community (Continued)

d. Parent and community involvement (Continued)

- Parent Effectiveness Seminars were held to provide parents with skills and methods to better communicate with their children and create a "no-conflict" environment at home which hopefully will carry over into school situations.

- Strong P.T.O. group - Close cooperation and harmony with school personnel.

- Any damage done in school to lavatory facilities is investigated by me. If the offender is caught, parents are notified, so is the Board of Education, the pupil then earns money to replace damaged area. P.T.O. mentions and supports school efforts in instilling pride in our school.

- We are very fortunate with almost total parent backup. Our P.T.A. is with us and appreciates what we are doing.

- Resource people from the community are invited into school to discuss the law and the kind of crimes that are committed in the community - policemen, firemen, lawyers, etc.

- P.T.A. has mounted a campaign against T.V. violence.

e. Police-community programs

- We have a coordinated district-wide Vandalism Committee under the direction of a building principal. This committee includes the local police department where police officers visit buildings and speak directly to staff and children. We have found this program to be effective and well received by both staff and pupils. Our interest now is to get the community involved.

- Management of securing buildings is poor. Most vandals enter after 10:00 p.m. We recently hired local police to guard the building between 6:00 p.m. and 10:00 p.m. When the police leave, the vandals enter!

2. Faculty

a. Monitor lunch and play areas

- Lunch aides and/or teachers send problem children to office; I counsel students; call parents; set discipline; punishment; personally take charge.

- Employed five corridor aides who are responsible to supervise bathrooms, corridors and the outside perimeter of the school grounds.

2. Faculty (Continued)

a. Monitor lunch and play areas (Continued)

- Teacher aides and teachers assigned to cafeteria areas.

- Teachers assigned to outside areas before and after school.

- Cafeteria Referral System with follow-up phone calls to parents by duty aide prior to involvement of principal.

b. Monitor bus loading and corridors

- We have increased our teacher patrols.

- A.M. corridor monitors to encourage all students to clear corridors and report to homeroom classes prior to homeroom period (this occurs at 8:05 a.m.).

c. Periodic checks of lavatories

- Assignment of additional duties to all staff to visit areas such as lavatories whenever in area.

- Monitoring of halls and lavatories.

d. Establishment of a Faculty Senate

- We utilize a guidance procedure with our pupils known as the Discipline Committee, on which three teachers and the principal serve. We meet three times weekly to frankly discuss with pupils any acts of misconduct in which they have been involved - either in the classrooms or at lunch, in hallways, lateness, etc., and which have been reported in writing to us by the teachers. We encourage them to improve their self control and correct the difficulties by themselves, although we stand ready to impose external controls if necessary. At times, we suggest conferences with teachers to solve difficulties or misunderstandings. After each interview with the committee, we advise the parents of the pupils that we have worked with, by mail, and enlist their cooperation. We have found this most successful and use it as a therapeutic approach rather than a punitive one. It is time consuming, but we believe our pupils are worth it.

e. Communication with parents through conference, phone, letter and newsletter

- We have instituted a Parents' Advisory Board. Principal-Teacher-Student Liaison Committee regularly holds meetings to discuss school policy.

- Parent-Teacher meetings on safety hazards with audio-visual presentations and live discussions.

2. Faculty (Continued)

e. Communication with parents through conference, phone, letter and newsletter (Continued)

- I have instituted a monthly newsletter which goes home to all parents notifying them of happenings in and around school.

- Immediate personal contact is made with parents whenever incidents occur. When deemed necessary, the parent is required to come into school for a conference with the teacher and/or an administrator.

- We are blessed with parents who work closely with our school. Our school policy includes immediate contact with parents via note, phone or conference, if there develops a problem dealing with homework, conduct or attitude. The children have a pride in their school and do not tolerate violence or vandalism. "The neighborhood is definitely changing, but if it is gradual, we are depending on educating the newcomers to our philosophy."

- A direct mailing to every parent outlining the academic atmosphere, we are striving to attain and asking for their total support in any disciplinary actions that might be taken regarding their child.

- Safety announcements in monthly school newsletters prepared by the principal and distribed to the homes of the school community.

2. Activities by Faculty - But Not Defined

- There are no "innovations" as such. I believe the reason for few incidents in this school is the result of a genuine cooperative effort on the part of the entire staff of being interested in each and every student and placing responsibility for actions on each student. Here in the vocational setting I stress the "world of work." We run each class as if a student was "on the job." Absence is phoned in to each teacher or myself, as if a student was on a job. Each student gets graded daily and constantly knows his progress. I feel our system works, the key being a good, sincere staff.

- The one most important reason why we have few violent acts is that all personnel in our high school; administrators, faculty, clerks, custodians and support personnel, are constantly on guard, whether in the corridors, classrooms, or attending extra-curricular activities, to prevent any violent acts to take place.

- A program of teacher awareness of various problems related to a public building such as a school has been initiated. Greater involvement of staff at all levels has been evident through exposure and discussions of potential problems. Teachers and other instructional personnel are held accountable for the whereabouts of the students in their charge. This has reduced the number of students out of classes unnecessarily.

2. Activities by Faculty - But Not Defined (Continued)

- Passage of students throughout the halls restricted by team scheduling, teacher supervision and room locations.

- More emphasis on teacher responsibility to supervise all parts of the building--not just their own classrooms.

3. Students

a. Articulation between student body and administration

- I think it must be fairly said that as recently as school year 1973-74, and for routine years prior to that, our school had a reputation for questionable student inter-action (fights, vandalism, negative spirit, and the like, along with the predictable graffiti which seems to be present in conditions such as these). In addition, the school environment was somewhat spartan and the grounds were bare, uncared for, and not planted in any way.

  Let me preface what follows with an observation from Plato, i.e., "self praise is no praise." Then I would say that upon my appointment here, in June of 1975 as Administrative Principal, we launched immediately a community-wide "School Beautification Project." We also started a Discipline Code dealing with grades 6, 7 and 8. Finally, we launched a number of on-going fund-raising events including faculty and students in things such as faculty-Fire Department basketball games, volleyball games, book fairs, faculty-student talent shows, etc., the funds of which would be used for the purchase of art work for the hallways, plants, flowers, shrubs and the like for the campus. Beyond that, we raised some money for lumber and requested the wood-working department to make some handsome colonial black shutters (huge ones) for our gymnasium windows which, along with newly made window boxes filled with flowers, added a handsome dimension to an otherwise dull building facade.

  In any event, we have now a considerable number of paintings and art works lining our hallways - some of which were picked through student vote and others from graduating classes donating a painting - and we have completely transformed our campus (which is a story in itself with the number and large variety of plantings done in the past three years - some of these were done in honor of local groups such as the local fire department tree or the Bicentennial trees planted). The key factor here is the fact that no funds were taken from current school budget (then were either raised or donated) and all parts of the school community participated - students, board of education, faculty, staff, parents and public.

  The discipline code simply provided some sense of order. It has worked splendidly - all of it. Our school is handsome and clean and uplifting now; there is no graffiti anywhere and we like it fine. I would be pleased to have visitors come to see the results,

3. Students (Continued)

a. Articulation between student body and administration (Continued)

which remains on-going. We have four paintings to hang later today, two of which were donated by a faculty member, and one by the local fire department. By the way, we also asked the students to vote on the colors we used to paint the bathroom doors and these have brightened up the hallways. We have upwards of thirty large hanging plants hanging from our hallway windows. It looks fine; I believe totally that the emotional and physical climate a school creates will effect directly the academic progress and emotional growth of students.

- Although we have not had any reportable violent acts, I am, as a school administrator, concerned about vandalism and the general "relaxation" of behavior standards which I see in our modern day society.

  Fortunately, we have also had very little vandalism at our school and to help insure the probability that this good record continues, I encourage students to become active in and responsible for the actions here on a day-to-day basis.

  Projects to date have included a school clean-up committee who regularly police the playground; a beautification committee, who have planted grass and flowers all around the building, an active, participatory SGA (Student Government Association).

  When a child reports to me that a bad word is written on the boy's lavatory wall, I suggest that he and his friends devise a strategy for removing the word. It works!

- I do not think our efforts to control and/or curb violence in school are innovative, but we have involved students in discussions to get their support. Many students inform us of pending problems so we can help them avoid acts of violence. Parents have also been helpful by calling us to let us know of issues or conflicts that occur in the neighborhood and could result in violence in school.

  Our discipline policy calls for the signing of complaints for assault and other disorderly acts and the courts have been very supportive.

  In general, we try to be understanding of the needs and problems our students face, and through the efforts of our guidance counsellors, administrators, staff and parents.

- Most of all, we depend a great deal on peer pressure and our own involvement with students. We have a very active student council who helps to deal with many of our minor problems, and the complete involvement of our total staff who offers guidance and direction.

- Heavy emphasis on "love for one another" by entire staff.

3. Students (Continued)

a. Articulation between student body and administration (Continued)

- In very classroom, the teachers and children discuss safety, caring for public property, etc. Movies, film strips, public speakers, assemblies are all part of the curriculum.

- Very active student council that listens to students' requests and effective working relationship with administration to try to meet the requests.

- Periodic meetings began last school year between my head custodian, myself and the youths who "hang around" our building during non-school hours has been successful.

- We have always taken a personal interest in each and every child that attends our school. We have no blanket punishments to fit categorized behavior problems. Each problem is investigated on a personalized basis. We try to make all behavior problems into an educational (learning) situation - regardless of whether it is stealing, truancy, vandalism, chronic lateness or absenteeism. Teachers are never encouraged to be too punitive in dealing with problem children. Fifty sentences to be written for minor infractions, as opposed to one or two thousand.

  These considerations are not new nor innovative. However, we have always practiced same and thus have avoided serious violent acts or confrontation. It has worked with my own children, so why not with others.

  The only problems we have with our children is writing on walls. Also, around mischief season, school windows and occasionally staff cars (parked at night on school grounds) are "soaped up."

- I have been in this district for 26 years and have established a strong rapport with parents and children.

  In any situation that presents itself as a problem, I try to get all sides of the problem and resolve the situation by talking it out with everyone involved.

  During the 1975-76 school year, our 5th and 6th grades had a nucleus of 12 boys that could get involved in typical suburban elementary school problems. The school psychologist and myself ran a rap session once a week for 1/2 a year - no holds barred - they could bring up anything they wished and we would discuss the situation. This developed a good rapport between the students and myself.

- The student congress is greatly interested in maintaining a good school system. Presently, they have volunteered their services as follows:

  1. Student receptionist at main entrance of the school building each period of the day (we have 7 class periods).

3. Students (Continued)

a. Articulation between student body and administration (Continued)

2. Student assistants to staff lunch supervisors during the Junior High School lunch periods. (We have two such lunch periods during each school day.) These students also escort these Junior High School students from this cafeteria to their classroom areas after lunch in order to have them walk more quietly down the main corridor.

3. Student office assistants. These students assist the administrator and secretarial staff during their study hall periods in delivering messages to staff and guidance personnel, assisting with collating materials to be distributed to students and staff.

- All staff members are periodically reminded to treat all students fairly and with respect. The custodial staff is asked to get to know, on a first name - friendly basis, as many students as possible. While the aforementioned is not innovative, it, in my opinion, helps to create a positive school atmosphere thereby minimizing the number of violent acts and/or acts of vandalism (not part of this survey but a problem nevertheless). In our school there is also a great deal of personal cooperative contact between and among the teachers, administration, parents and other staff members. We are almost like a large family.

- Open school climate with open lines of communication to staff, students and parents.

- Student, staff and administrative team working together constantly to create a productive and satisfying atmosphere.

b. All female students travel in pairs

- No information documented in this category.

c. All primary students travel in pairs

- No information documented in this category.

d. Assembly programs

- Assembly programs on safety - particular attention is given to instruction on safety and prevention of vandalism.

- Daily lession plans are prepared by teachers on a regularly scheduled program throughout the school year.

- Various written literature, pamphlets, films, filmstrips, records and tapes related to safety precautions are presented to school groups.

3. Students (Continued)

d. Assembly programs (Continued)

- Assembly Programs - to demonstrate good behavior.

- Frequent assembly programs where principal speaks to total student body on current concerns.

e. Student orientation

- I have periodic gab sessions with all youngsters on the importance of keeping the school clean and free of vandalism. We discuss cost of windows, shrubs, flowers, trees, clothing, etc.

- During the school year 1977-78, all students received a full day of orientation regarding the rules, regulations, procedures and student oriented activities offered by the local schools. Prior to that, the Career Center faculty were oriented for approximately 3 hours regarding follow-up procedures, initiation of student referrals regarding inappropriate performance behavior, fighting, drug abuse and other specific actions that would be regarded as inappropriate for students. The procedures to be followed, the follow-up and penalties involved regarding students actions in these areas. With this orientation, a total reduction of suspensions from September 1 to November 30 of this year, is at 8 as compared to last years total of 30 for comparative months.

  The key point of the preceding process is that of informing students of their total responsibility, informing their parents of their total responsibility through requiring an acknowledgement form signed by the parents of all students attending the Career Center.

- Leadership program with student body leaders at the onset of each school year.

- Orientation programs to all students concerning rules and procedures of school policy.

- At the beginning of the school year, all students new to our high school are given a student handbook. All rules and regulations pertaining to our school are thoroughly explained.

f. Student safety patrols

- I have prepared safety patrol programs using safety films and filmstrips and having guest speakers and discussions. These are supplemented with pamphlets, booklets and circulars to distribute to the students.

- Student patrol assigned to strategic positions.

- Very active hall patrol, (students) under the direction of a Vice Principal, controls passing of classes and monitors lavatories.

3. Students (Continued)

f. Student safety patrols (Continued)

- I have freed myself from other professional responsibilities so that I can personally handle and follow through on:

  . Bus problems - I'm on duty every day, also I organized a bus safety patrol which I run personally with respect to membership (4th graders) and handling of reports from patrol, bus drivers or parents.

- In responding to this, you must bear in mind this is a 1-6 grade elementary school of under 300 pupils.

  The student council, dismissal time hall monitors, and bus monitors are all chosen from the student body, some as elective positions chosen by students, others chosen for their responsibility by teachers.

  This corps of students effectively conducts a program which deals with fairly minor infractions in such a way. Major problems, I am fortunate to report, have not occurred.

4. Action

a. Establishment of firm discipline rules

- As of September 1974, a strict discipline policy concerning robbery, assault, weapons, drugs and alcohol was being enforced by the Administration. The policy was developed and is being implemented with the cooperation of the student council, teachers, school administration, central office administration and the police department.

  During the past two years, the original policy has been slightly modified after evaluation and agreement of the various concerned groups.

  Following is a very brief list describing the steps of the school discipline policy:

  1. Suspension and possible recommendation for expulsion for repeated or flagrant offenses.

  2. Referrals to department of Special Services, guidance department, school system drug abuse coordinator, police department and parental conferences with school personnel.

  In addition, procedures for referral have been stressed to concerned personnel during this period of time, alternate programs in schools located away from the school have been increased by the department of Special Services.

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

The combination of strict discipline enforcement and referral procedures has reduced the numbers of robberies, assaults, possession of weapons and drug and alcohol cases by an estimated fifty percent during the last two years.

- I take each on a case by case basis. I personally handle each incident and follow through.

- In 1977-78 school year, we have added teacher supervision to the cafeteria to supplement lunchtime aides.

- Vice Principal has established and encouraged an open door policy where children come for aid before a fight begins. Also parents are more prone to request vice principal's investigation of bus and bus stop incidents. Therefore, with a fair, firm discipline policy behind the system, the children know they will be confronted if they step out of line.

- I do not believe that the rate of violent acts is very high in our school, because the children are regularly being confronted with lesser infractions, so they don't get around to major ones as readily.

- Although this is a pre- K-5 school, when I became principal in 1975 (mid-year) there were fights between students of sufficient intensity to definitely qualify as "acts of violence." These occurred 1-3 times per week; to and from school and during recess. School policies and procedures were changed. All adults in the school were responsible for all students all the time.

- Application of permanent hall duty assignments for all floors.

- Saturation of personnel at dances, assemblies, functions, etc.

- Stepped up campaign on attendance (direct relationship to school problems.

- Anti-smoking campaign

- Revitalized physical education curriculum centering on wholesome activities.

- In September of 1977, we have initiated more counseling by the vice principals, counselors, special services people when "violent" acts are reported. My personal feeling is that we are a "rural" high school. Our students do not live in clustered areas, and their socializing is usually done in school. A fair number of our students are isolated from other people and socialize only at school or via the phone.

- A new Board of Education policy, as of October 1977, calls for suspension, signing of a juvenile complaint, and a Board of

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

Education hearing for students found to be in possession of marijuana or other harmful drugs.

- The Attendance and Discipline Policy as adopted by the Administration, staff, students, parents and Board of Education five years ago has enabled the high school administration to deal more effectively with the daily problem of student life thereby curbing the extension of their problem to violent acts.

- Positive human relations concept in supervision and administration and extensive extra-curricular and curricular program coupled with strong and definitive action when violations occur, i.e., being "firm, fair, consistent and showing understanding."

- There is a school discipline committee made up of both staff teachers and administrators. This group jointly works out procedures and problems related to student behavior and measures to be employed to prevent extreme cases of negative behavior or violence.

- Strict but fair discipline code with swift and fair due process.

- Demanding rigid procedure/policy reinforcement in classrooms as well as in transit.

- Total use of district disciplinary code.

- Instituting a "detention system" to include letters and signed responses to parents.

- Something that I have discovered that makes for better behavior, is not to let anything go - no matter how trivial. It takes time but really pays off. It is an excellent way for a principal to know the children better and gives the teachers a feeling of reinforcement by the principal. Teachers and principal have the agreement that bringing matters to the principals' attention in no way takes away from the teachers' ability to discipline.

- Introduction of a "hard" pass policy with sign in/out forms to monitor student absence from classroom.

- Make a big fuss over any incident and get parents involved immediately and ask for their continued help and cooperation.

- Continuous supervision and an interest in who is "hanging out" around the school. Names, addresses, license plate numbers and car descriptions. Letters to parents to ask for cooperation seems to help.

- An administrative assistant to the principal was appointed to handle disciplinary actions only, thus creating an organizational pattern to handle discipline problems. (9-76)

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

Improved recordkeeping techniques were implemented to make sure that appropriate copies were distributed to those involved. Four copy NCR paper was developed for this purpose. (9-76)

Guidance programs developed on the elementary level helped prevent consistent discipline problems. This program on a part-time basis began in September, 1976 and has made a significant difference in the program.

Class sizes were decreased in an attempt to individualize instruction and improve the overall program. Resource Rooms, special education, self-contained, remedial and preventive small group pull-out classes began in September, 1976, resulting in a decrease in school-wide violence.

A change from a 30 minute pupil lunch to a 45 minute pupil lunch did yield an increase in playground violence during the 1977-78 school year.

- Student Responsibility/Discipline & Point System - The program outlined below is instituted to provide a systematic and easily understood criteria for students who for one reason or another are unable or incapable of handling basic responsibility for their actions while attending school.

The basis of this program is a point system related to various behavioral incidents that can be accumulated.

The various levels related to this point system are clearly understood and will be fairly and consistently applied to all students.

Office Point System

Unexcused Non-Participation in Physical Education.....3 Points
Tardiness to school.....3 Points
Truancy.....6 Points
Class Cut (including Study Hall).....6 Points
Insubordination/defiance of reasonable authority.....6 Points
Unauthorized leaving school/campus.....6 Points
Smoking (P.M. Session).....6 Points
Smoking in unauthorized area (A.M. Session).....6 Points
In school suspension cut.....6 Points
Fighting.....12 Points
Vandalism.....12 Points
Possession, custody or use of any item that is illegal, unlawful or considered dangerous.....12 Points
Theft of personal valuables or school property.....12 Points
Other miscellaneous misconduct incidents, i.e., dress code, bus misconduct, etc.....3 Points

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

Procedure - Point System Accumulation

Level One: The classroom teacher will handle such infractions as: incomplete assignments, tardiness to class, forgotten materials and other regular classroom situations. For these regular classroom situations, the teacher will hold his own detention or work period. A one-to-one counseling session is encouraged. When any of the regular classroom situations become habitual, the assistance of the Assistant Principal should be requested.

Office points will only be assigned by the administration for situations referred to them. Infractions handled by the classroom teacher will not carry office points.

Level Two: An information letter will be sent to a child's parents upon an accumulation of six (6) or more office points. In some cases, an immediate telephone call will be made with a follow-up letter the next day.

Level Three: An accumulation of twelve (12) or more office points will result in an in-school suspension pending an in-school conference with the students' parents. The MAXIMUM in-school suspension will be three (3) days in length at this level. Any unexcused absense or cut of an in-school suspension will result in six (6) additional office points.

Level Four: An accumulation of eighteen (18) or more office points will result in a suspension of three (3) school days with an option for an early return subject to a satisfactory in-school parental conference. A Child Study Team referral may be initiated at this level by the Assistant Principal.

Level Five: An accumulation of twenty-four (24) or more office points will result in a suspension of five (5) school days, with an option of early return subject to a satisfactory in-school parental conference. The Child Study Team review will be initiated or updated if required.

Students under the age of sixteen (16) may be referred to Juvenile Court for incorrigibility and/or any student regardless of age, along with his parents, may be required to present themselves before an Administrative Review Board to review the case.

Level Six: An accumulation of thirty (30) or more points may result in the following options:

a. An indefinite suspension pending a formal classification by the Child Study Team as permitted by Statute and/or;

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

b. A required parent/student conference with the Board of Education or a committee thereof to determine action to be taken that could lead to school probation or a recommendation for expulsion.

NOTE: Although a students behavioral pattern shall remain part of his/her records while in attendance in the district, the Point System described above will not be cumulative from year to year.

b. In school suspension plan

- As of September, 1977, an "interim Class" was instituted at our school. All suspended students attend this class instead of staying home. They continue to study, work along with usual classwork, are supervised and remain there for lunch. This gives each student time to apply themselves toward being educated and prevents the possibility of them wandering uselessly while they are supposed to be confined to the home.

- 1973 - establishment of "in-school suspension" as an alternative to the traditional "out of school suspension."

c. 1/2 hour lunch to reduce free time

- No information documented in this category.

d. Behavior modification programs

- An adjustment class has been instituted to help those youngsters who do not relate adequately to the school program. They are given small-group instruction by a teacher especially trained to work with them. Considerable time is spent on behavior modification, values clarification, etc. This program has been in force since September, 1977. We feel it is definitely proving beneficial. We have had less violence, vandalism, and a 30% drop in student failures. (Other disciplinary procedures are also responsible for the decline in failure, i.e., radically improved attendance procedures - both class and daily and "early alert" system of parental contact.)

- Initiated an Alternate School three years ago for students who were having a difficult time adjusting to a large school environment. Approximately 40 students with four teachers are housed in a rented building a block away from the main complex. These students are classified as emotionally disturbed or socially maladjusted. In many cases, it has eliminated vandalism and incidents of violence.

4. Action (Continued)

d. Behavior modification programs (Continued)

- At our school we have instituted no programs to deal with vandalism, drugs, robbery, sex offenses, alcohol abuse or weapons possession.

  We have instituted a program through COPE to help us decrease our racial problem. This program has proved beneficial and has helped relieve racial tensions a great deal. As a result, the number of assaults over racial antagonism has decreased.

  This year (1977-78) we have seen a much greater increase in vandalism and drug abuse however. The number of reported acts of vandalism has increased substantially and the viciousness of it is frightening.

- Discipline or "Respect Yourself and Others" - that is the "rule" for behavior in our school. It applies to everyone, always, regardless of age.

  Our Board of Education has adopted several interrelated policies in this area. Every effort is made to enforce these policies consistently, fairly, and firmly. Complete cooperation between home and school is essential.

  Behaviors that show respect include always doing one's very best on every assignment, every preparation; saying "please", "thank you", "excuse me", "I'm sorry"...just being polite; keeping things that belong to one and others neat and clean...papers, desks, your classroom, lunchroom, and school; being kind and helping others.

  Not trying to do the best one can, sloppiness, rudeness, teasing, fighting, tearing up or throwing away things that belong to others, and yelling at others when angry, are all behaviors that show lack of respect. Behaving disrespectfully toward one's self or others is just not acceptable behavior in our school.

  Teachers and all adults in the school act immediately when misbehavior occurs. To not reprimand is to imply "what you did is acceptable." Exactly what happens afterward depends upon the specific incident, but there are definite guidelines.

  1. Continued misbehavior is always reported to parents, or the principal, and a conference is requested, hopefully, to find permanent solutions to the problem.

  2. Serious misbehavior (fighting, stealing, willful destruction of property, repeated refusal to try) is immediately reported to parents by the teacher or principal.

4. Action (Continued)

d. Behavior Modification programs (Continued)

3. Use of profanity is reported to the principal. First offense: a clear firm, explanation of what is and is not acceptable public behavior, and why. Second offense: parents are informed of the exact words used.

4. Misbehavior during lunch or recess also follows the reprimand - explanation - loss of privilege procedure. Students may lost their recess, or eat with the teacher in the classroom, or in the school office.

5. Repeated misbehavior during lunch or recess. Parents are requested to have the student eat at home and remain there for the entire lunch-recess hour. This could be either temporary or for the remainder of the school year.

6. Suspension from school is seldom appropriate at elementary level. Occasionally, parents may be requested to keep a student home for the remainder of the school day to "cool off" and to think about the seriousness of the offense. Repeated serious misconduct may require suspension until an appropriate educational program can be developed, usually with the assistance of the school Child Study Team.

There are also definite guidelines for dealing with disrespectful behavior.

1. Find ways to reprimand that will not violate the "rule" of respect, that will decrease, not increase misbehavior, that will increase, not decrease self-respect.

a. Be fair. The situation is almost always more complicated than it seems at first. Hear the students out. Avoid punishing the innocent along with the guilty. An unfair solution creates anger which eventually creates more misbehavior.

b. Disapprove of the act, not the person. "You are just no good!" is no good. "You are bad!" is worse. "You are teasing and teasing is unkind!" is O.K. If we repeatedly tell students that they, themselves, are unkind, or lazy, or "bad," they just might begin to believe us and start acting that way to prove the point. Misbehaving is what someone does, not what someone is.

c. Be firm. If fighting means loss of play time, so be it. Just five minutes in the classroom, or house, undermines the whole process. Not following through is usually interpreted as weakness, not mercy.

4. Action (Continued)

d. Behavior Modification programs (Continued)

d. Leave room for hope! Over punishing is cruel. For example, "doubling up" (1st time-30 minutes, 2nd-one hour, 3rd-2 hours, etc.) can put students so far "in the hole" they quit caring, and caring is essential to self-respect. Also, saying "when are you going to learn...(whatever)?" is dangerous because the easiest answer is "Never!"

2. Avoid using school and school work as a threat or a punishment for misbehavior. Too much staying after school makes the school a prison. Homework as punishment can put all homework in a "bad" position. Be cautious! Positive attitudes toward learning, self, and others are among the most valuable things we can give a student.

- Extremely close liaison with the police youth officer of pupils who are in trouble in or outside the school.

- The good fortune to have a custodian who enlists the cooperation of the most difficult pupils in the school.

- The institution of a program of bringing together the difficult pupils who are potential drop-outs with a para-professional (big brother or big sister) who is able to tutor, counsel, encourage, shadow and direct these pupils. This program is federally funded under CETA. It was suggested, planned and supervised by our guidance director and principal.

- Regularized, structured small-group instruction in the area of prosocial behavior by principal and classroom teachers. This is an outgrowth of our participation in the IGM (Individually Guided Motivation) program developed and disseminated by the Wisconsin University R&D Center. Since its initiation in September, 1975, there has been an estimated overall reduction of 50% in violent incidents.

- Handling of aggressive acts by "I" messages.

- The categories listed on this report do not reflect problems that arise in this elementary school. We could classify some of our impulsive actions, such as one student punching another as an assault, but I am sure that this is not the information that you are requesting.

Since I have been here for the past two years and four months, I have worked strenuously on a behavior modification program. We are seeing results because of the efforts of my staff in teaching right from wrong and acceptable behavior from anti-social behavior. This coupled with strict penalties for disruptive students seems to be the answer to the possible solution to such problems.

4. Action (Continued)

d. Behavior Modification programs (Continued)

- Awards are given to students exemplifying good school spirit.

- Aggressive behavior groups.

  Modifying student behavior.

- Made friends of vandals known to me. Mutual rapport seems to work to the school's advantage; not 100% effective, but helps.

- We have gone from an "Open Program" with no assigned studies to a phase out of the "Open Program." Present 10th graders have assigned periods all day. Next year, 10th and 11th graders will have assigned periods all day. The year after, all students in school will be under supervision all day.

  Presently students who cut four times or more are withdrawn from class and placed in an assigned study. The cafeteria, library and auditorium are used during a student's open period but are under staff supervision.

- We are presently checking into the possibility of switching recess and lunch - having youngsters on the playground before they eat -hopefully improving eating habits and discipline.

- We have instituted a monthly "Super Citizens" award - one per class - to those youngsters who show respect for school, others, public and private property and see that our school remains clean.

- A program entitled "Dealing with Aggressive Behavior" was initiated by the Guidance Department in September, 1975.

  Behavioral counseling sessions were held by the guidance staff to discuss techniques. By means of verbal reinforcement procedures, role playing and discussion, students were able to participate in life-like situations and discuss alternatives to aggressive behavior.

  The end result of the program was an indication that students were made more aware of acceptable alternatives.

- In 1975, a program was initiated, through the efforts of the physical education teacher and guidance counselor, using our older students in the role of leaders, in charge of various activities, on the playground during our lunch periods. The majority of our behavior problems appeared to emanate from our lunch/playground area.

  The playground was repainted in such a way that various activities and games could be played throughout the entire area. The student leader was assigned to a location with the responsibility of supervising an activity. Students were able to choose any of the 10 activities available to them if they so desired. All equipment was supplied by the school.

4. Action (Continued)

d. Behavior Modification programs (Continued)

Instead of students wandering about looking for things to do, activities were prearranged for them, if they wished to participate. Being occupied prevented a great many fights and misbehaving incidents.

Students who misbehaved during the lunch period, if necessary, reported to the guidance counselor to discuss their behavior and alternatives to that behavior. This appeared effective in helping the student deal more easily with difficult situations as well as alleviate some of our problems.

In general, this program has increased student morale, physical participation and student responsibility, enabling our lunch program to be much more positive, productive and enjoyable than in the past.

- Old fashioned school spirit and pride is constantly brought to the students by the staff, administration and students themselves. Assembly programs, school activities, etc.

  Units of study - all grade levels - dealing with vandalism and violence, e.g., original T.V. show produced by our students and aired on our own T.V. station dealing with vandalism and respect for people.

- "Citizen of the week" in school, whereby each class elects a child who has shown kindness, love and concern for his peers. Very successful.

- We have a demerit system with suspension or detention of a student taking place when a certain number of points are accumulated. Points may be eliminated for good behavior over a period of time. It reduces the disobedience of rules because of the constant danger of being caught.

  The sixth grade teachers have an awareness program. They meet with their students at least once and sometimes twice a month to discuss school behavior and the feelings of students.

- An expanded student activities program and athletic program which provides all students with ample opportunities to participate and be recognized for their efforts.

- Behavior modification techniques are shared and encouraged through teacher inservice programs and individual observations and conferences.

- Rerouted recreation participants entering the building and changed parts of physical structure.

4. Action (Continued)

e. Value clarification programs

- We have had an on-going group guidance program aimed at reducing physical violence among students for the past six years. Approximately 10 groups have been meeting with guidance counselors, social workers and school psychologists weekly. The direction over the above years, as violence has decreased, has changed. Beginning last year, we have moved more in the direction of values clarification programs.

- Values clarification program.

- Juvenile Intervention Program (Sponsored by S.L.E.P.A.) in conjunction with the guidance department.

- An Educational Program - demanding high achievement in all academic subjects by all students, also demanding high achievement by individual students who have the talent in such activities as science, spelling and sports.

- I have distributed a set of guidelines for acceptable school behavior to all parents in the hope they review them with their children. I refer to them in cases which are reported to me. A number of our teachers are involved with values clarification lessons in their classrooms, and we have purchased audio-visual materials to supplement them. As long as the outside influences exist, our effectiveness in this area will be limited.

- Have early identification and classification of socially-maladjusted, perceptually impaired, educables, trainables, and other exceptional youngsters and the provision of a program designed to meet each of their individual needs.

f. Safety courses

- School-wide poster contests and essay contests innovated into the school program.

  Topics related to prevention of vandalism and violence. Local reality companies present film programs, followed by contests on the prevention of vandalism.

  Slide presentation - A Burn Awareness Program from the Burn Victim Foundation.

  Safety committee developed at the school level comprised of administrators, parents, students, teachers, custodians, secretaries and staff members. Constantly making school children aware of safety precautions and the prevention of vandalism.

4. Action (Continued)

f. Safety courses (Continued)

- Daily safety announcements by our School Safety Committee, composed of students, teachers, parents and administrators are given to student body.

- Each teacher has been asked to spend some time each month discussing safety and behavior at school and home.

- The Captain of our police in charge of Traffic Division and Safety invited to speak to student body as well as officer in charge of Student Patrols. The emphasis is placed upon Safety Precautions and Prevention of Vandalism.

g. Safety clubs

- No information documented in this category.

h. "Rigorous" discipline code

- An individual card file is kept on all juveniles in or around the building not part of the student body.

  Yard supervision of non-homeroom teachers in the A.M. and P.M. is part of regular assignment.

  Only authorized visitors permitted in the building, for example: parents, etc. No juveniles.

  Every teacher is requested to call the office on the intercom if outsiders are seen in or around the building. A careful check is kept for juveniles outside the building during school hours.

  Cooperation of police and radio car enables all of the above to function and reduce potential problems.

- We really have no innovative ideas but we do:

  Operate a detention hall; and work with and refer to JINS (Juveniles In Need of Supervision) our more frequent offenders.

i. Full-time security force

- Control team of selected faculty members report on immediate notice to trouble area.

  Five security guards, men and women, to patrol all floors of building including bathrooms.

  Four administrative assistants, each responsible for one class: Freshman, Sophomore, Junior and Senior.

4. Action (Continued)

i. Full-time security force (Continued)

- 1972 - employment of five (5) security aides to patrol halls, lavatories, cafeterias, etc.

- Our reduction in previous violent acts were due mainly to: added school security force and greater cooperation with our police department.

- We will soon be getting about ten (10) security people to patrol the halls, lavatories and parking lot to alleviate this problem.

  We do have records of thefts occurring in hall lockers, gym lockers and items in cars in the school parking lot. Following are the figures:

  No. of reported incidents - 65
  In classrooms - 32
  Outside classrooms - 33

  Estimated number of
  Unreported incidents - 50

- The senior security guards are assigned to each of the four floors in the building, making each floor 80% to 100% safe.

- Employment of a full-time security attendance officer.

- Our well qualified security staff were given additional in-service training.

j. Walkie-talkie radios

- Each security guard has a walkie-talkie assigned to him and the guards can talk from floor to floor. This resulted in a 60% reduction of crimes perpetrated by outsiders roaming the building.

- Two-way radios (walkie-talkie equipment) were issued to each of our security guards.

k. All doors except front door are kept locked during school hours

- In the last few years we have become more aware of more stringent building security. Panic bars on doors have been kept in the locked position where heretofore these same doors offered easy access to the buildings from the outside.

l. Intercom system to screen all people entering building

- No information documented in this category.

4. Action (Continued)

m. Group dynamic techniques and activities used to develop awareness, self image and confidence building

- Awareness programs with our school staff to curb these incidents. These programs were instituted my first year (1974-75) and are in effect now.

  From a great number of purse snatching and assaults, illegal entries during school day by outsiders, car thefts, etc., in the year 1974 and before to an almost non-existent number in the past few years.

  Our programs have worked due to the above mentioned areas.

- A team guidance program has been established to provide weekly small group counseling sessions where students can freely discuss their feelings, attitudes and values, as well as consider those of their fellow classmates.

- As our school population has dropped, so have our incidents involving violence. Most of our teachers have had some training in Glasser's "Reality Therapy" and while it is not always used in exactly the recommended manner (e.g., class meeting each day) I feel that the training and the smaller class sizes have given our teachers the opportunity to get to know students a little better and to work with them in improving behavior and attitude.

- A Program Emphasizing Good Behavior - students are indeed relaxed while engaging in their academic activities, but in a setting which demands good behavior.

- Neighborhood School Concept.

  K-8 structure - children in the upper grades don't "grow-up" as quickly because of the K-8 structure. Smaller groups to deal with rather than large middle school program.

- I think I would have to state our basic philosophy has helped us with the success we have had over the years. We have tried to develop a humane school. A place where we attempt to stress or produce an atmosphere for each student to learn, a place where a student can learn to like himself better, to understand himself better, to fit into society, to learn in diverse ways in different fields. It is a place where he is not only free to learn, but learns that freedom is not doing as he pleases--that freedom carries with it grave responsibilities - a happy place where there is order without regimentation, where there are teachers who have empathy (who do care)--where there is a curriculum and methodology which stimulates the ability and the disposition to learn, where the student has a feeling of worthwhileness and belonging, and WHERE TEACHERS AND ADMINISTRATORS DARE TO CARE AND DARE TO ACT.

4. Action (Continued)

m. Group dynamic techniques and activities used to develop awareness, self image and confidence building (Continued)

- Borough Vandalism Portrayed on School T.V. - the middle school in our town has initiated a campaign with its youngsters to combat vandalism in the borough. A student crew armed with a Sony-Portapak T.V. camera is working with the A.V.A. coordinator, along with the local juvenile officer, to photograph property damage. The youngsters are on call from 8:00 to 10:00 a.m., and are transported to the scene where vandalism has occurred.

  The youngsters further seek to videotape an interview with the person in charge of the property. In the conversation they attempt to elicit the social and economic impact of the act.

  Under the direction of the guidance director, the film is then shown in classrooms. Discussion centers on the fruitlessness of acts of property destruction, graffitti, etc., and the social, moral, legal and monetary implications. A running account of periodic costs is kept and indications are made as to where these sums could have been put to better use.

  The responsibility of each individual in contributing to "pride in our town" becomes an important concept.

  The principal said that our town has a problem similar to or less than other comparable North Jersey towns. "We met success in airing "shoplifting" and hope to meet the same result in bringing this problem to student attention in the classroom," he stated.

  The T.V. crew has plans to attempt a similar program on pollution, littering and school bus safety.

  The school has other on-going mini-courses that have proved of continuing practical worth from other years. These include shop-lifting, fire prevention, drug clinics, acne-skin care, and dental table clinics.

  We attempted to measure the success of the "shoplifting" unit during the pre-Christmas shopping days. perhaps the course against vandalism can be assessed over the Halloween period, the principal said.

- Mini-Course Against Shoplifting - the middle school in our town has fashioned a mini-course aimed at curtailing shoplifting by young people. The initial planning involved local merchants, juvenile authorities, clergy, psychologists and guidance personnel.

  Teams composed of the above formulated a panel presentation for individual classes. Small group informality seemed conducive to better communication with youngsters.

4. Action (Continued)

m. Group dynamic techniques and activities used to develop awareness, self image and confidence building (Continued)

The film, "CAUGHT," was used as an introduction, followed by a talk and question period sponsored by security personnel from the nearby shopping center.

Publicity was generated throughout the community through student posters in stores, handouts, press releases and P.T.O. newsletters.

Youngsters read and discussed the pamphlet on "Shoplifting" put out by the National Retail Merchants Association.

The aim of the program was to alert students to the moral implications and possible legal consequences of this act.

According to the school principal, in addition to helping young people, praise for the effort has been received from Chamber of Commerce officials and local and nearby shopping centers.

n. Group counseling of disruptive students

- An E.S.M. teacher is part of our school staff. This teacher works daily with small groups of children who demonstrate severe social or emotional problems and also serves as a "crisis" teacher should students begin to act out in a violent manner within the regular classroom.

- Daily discussion or "rap sessions" conducted by our guidance and special education personnel, with small groups of students. Said students are handpicked for these discussion groups based on their past and present disciplinary records.

- The staff, guidance counselor, and principal act in concert with counseling pupils and parents. Additionally, when the need arises, use is made of the school nurse, and our Child Study Team (psychologist, social worker, learning disabilities consultant and psychiatrist). The guidance counselor is the resident member of the Team.

- Pupil Services (Child Study Team) was asked to work out appropriate educational programs for the few students who truly lacked the self control to avoid violence. We held regular parent meetings, both during the day and evenings, about what we do in school and what parents do at home when students misbehave. "Respect yourself and others" has become our school motto as well as our "discipline policy." A copy of the complete policy and procedure is attached. We don't have "acts of violence" anymore.

4. Action Taken - But Not Defined

- We have instituted a Social Work Outreach Program for high risk families, using LEAP funds, which provides a family counselor and family aide to approximately 25 families to work on social, economic, etc., problems. Program started 10/1/77.

- A 5th grade Police-School Program centered about our K-6 Drug Education Prevention Unit was instituted in September, 1976.

- Our school has instituted a program dealing with prevention in conjunction with the Department of Psychology - Rutgers University. Program provides for teacher training, parent training programs and special programs for single parents. Program began in September, 1977.

- A Senior Citizen Program involving senior citizens working in our school began in February, 1977. Senior citizens work jointly with staff and students.

- A parent association was organized in April, 1977.

- A group consisting of two members from the police department and five members from the school system was formed (1976). The main purpose of this group was to help develop prevention and intervention programs for the school system and community at-large.

- All visitors to any part of the building must first register at the office for permission to go to any part of the building. This measure has tended to make the building and its inhabitants more secure during school hours. However, we have not had a history of violence in the immediate school area. It would be difficult to quantify the degree of reduction of such acts. These are mostly preventative actions.

- Establish "We Care Committee" that promotes school beautification, an Anti-Vandalism Committee and a Guidance Program to develop attitudinal changes toward the building of student pride in the school.

- Title VII (1977) Inter-Racial and Inter-Cultural Program (Affective Domain.). Results are proving positive at this time.

- Formerly we held two lunch periods per day, a single lunch period program was initiated and this has provided much more control and security.

- The hiring of additional personnel to help in supervision.

- Paid detention room supervisors.

- Each day during homeroom period, the student council president reads the names of all students suspended from our high school (this program was started on the recommendation of the student council - October, 1977).

4. Action Taken - But Not Defined (Continued)

- We have available the services of a resource officer. He is assigned by the police department to work in the school program. One resource officer spends his daytime shift assisting in the two junior high schools. He has built a sense of good rapport with students and faculty members. He has assisted as a guest speaker in classrooms and assembly programs. His emphasis is placed in preventing incidents and in helping students understand their responsibilities in our society. On many occasions, incidents have been eliminated by good counseling and understanding. The resource officer program has been in effect for the past five years.

- Contained pupil placement for highly aggressive students.

- Special skills improvement programs for slow readers and slow to learn students. Average 4-6 per classroom.

- Corrective reading programs for students 3 or more years below their level.

- Heavy emphasis on "love for one another" by entire staff.

- Over the past several years, the type of incident involving extorting money under threat of physical abuse has diminished to the point where it no longer exists. This was done primarily by issuing money, which had serial numbers recorded previously to the victims in order to prove the allegation of extortion.

- The extention of our lunch program, from two to four seatings, has helped considerably in the general orderliness of the school during this difficult time of day. The one exception to this occurring on days when the weather or temperature prevents us from allowing the children to go outside. On these days the lunch program is extremely difficult to manage and often leads to a variety of disciplinary problems.

- Classroom visits daily by principal (9/7/76).

- Morning activities led by students each day (3/6/77).

- Improved bus schedules (9/7/77).

- We have alternative programs at our school which have been very effective on addressing needs of many students. These two multi-aged, open education models have given the students (approximately 285) a sense of responsibility thereby eliminating 98% of all discipline. The programs have been in effect since September, 1974.

- After school programs developed: 1. Co-ed Intramurals (Fall and Spring sports), 2. Co-ed Recreation (all year round), 3. Co-ed Drama Club, 4. Co-ed Art Club and 5. Scout-troop Programs.

Miscellaneous Comments

- Foot patrolmen in uniform to 10 o'clock at night, has been helpful but some vandalism happened after 10:00, especially on Friday and Saturday nights.

- Signed police complaints against students with county juvenile court. This has not been very helpful. Usually put on probation which does not deter vandals.

- Concerned teachers who take action to prevent.

- Student contracts, i.e., T.E.T. philosophy

- Each act of violence is recorded upon a 3x5 card along with the action taken. In this way, a cumulative record of actions and measures taken can be obtained at a glance.

- Pupil misbehavior forms have been created and are used for each offense by the classroom teacher.

- I failed to remove an agency (working papers) from the school. Would you believe 10,000 adolescents entered the building in a ten month period? The adolescents come from the entire city.

- We still have "rotted" wooden doors which allows intruders with little effort to enter the building.

- In my opinion, there is only one way to reduce violent acts, drug abuse, drinking in school, assault and battery, theft and absenteeism. I feel that we should get rid of the permissive teacher, principal, superintendents, school board members, juvenile judges (including the supreme court) and last but not least, state and federal legislators who are responsible for legislation which legalizes some drugs and alcohol for the young people of this country. Also, it seems to me that it is about time that we took a look at a little item commonly referred to as "parent responsibility." I just cannot believe that two people can be responsible for bringing a child into the world and then be relieved of the responsibility when that child damages another persons property or public property such as a school building.

- The concern you now show is 10 years too late. Where were you when you were needed? Continue giving into students and in 10 more years, your poll will be academic. I am sickened by what I've seen take place. Blame belongs on courts and their asinine decisions, Commissioner's decisions and those student voices that screamed "rights," but never "responsibility." You're reaping what you sowed. I'm glad I will retire in the not too distant future.

- Smoking of pot around, but not in building, is reported from time to time.

  Two deliberately set fires/ student caught. (Not in your statistics.)

- Again, I refer to the fighting among children, some more violent than others. I feel two reasons cause this increase: 1. exploitation of violence on T.V., particularly among the players in sporting events. A disproportionate amount of time is given to fights on the field; and 2. parents instruct their children to hit back if anyone starts to bother them, "the sissy or chicken syndrome."

COMMITTEE TO STUDY VIOLENCE IN THE PUBLIC SCHOOLS

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Frank Steffero, Assistant Director, Management Information, New Jersey School Boards Association (technical assistance on survey)

EX OFFICIO

Lawrence S. Schwartz; Belleville Board of Education, Essex County

* Deceased

SECTION 5

STRATEGIES TO AVOID STUDENT UNREST

It is necessary for a school administrator to recognize that there is dissatisfaction within the school, or that there is every possibility that dissatisfaction will occur. He must be able to convey this to the Board of Education, faculty, student body and community in order that they realize a potentially serious situation exists or could easily exist. After this is done, he can enlist their assistance in preparing a course of action.

COMMUNICATION

- Establish continuous dialogue between students, classroom teachers administrators and Board of Education members.

- Establish dialogue between the school district and community in planning, execution, and evaluation of measures taken on student unrest.

- Designate liaison persons to serve between community and superintendent of schools, not when trouble erupts, but continuously.

Some of the pre-set communications will not work. At times students will go directly to the highest authority. Consequently, even very simple problems will be taken directly to the superintendent or to the Board of Education. Whoever is at the top cannot possibly handle everything, but that authority must hear, listen and understand.

- Provide sufficient personnel and time to listen.

- Authorize student leaders to have meetings with all students to make their position clear.

- Encourage students to send non-voting representatives to attend school board meetings and report back to student governments.

- Plan sessions for "open mike" campus forums.

- Be available.

When a student expresses a need, make a place in the schedule to see him.

When a student is told, "When you need me, come and see me," mean it. If you don't mean it, don't say it.

- Encourage all administrators to get out of the relative quiet and security of their offices, to associate and mingle with students.

- Invite students to make written comments to the administration concerning curriculum, teachers, and other items that may be considered "hangups".

- Apprise students of procedures to be used during periods of unrest and/or riots and identify specific punishments for those activities.

- Provide for "rap sessions" to air grievances.

- Arrange for discussions of school policy.

- Change organizations to improve communications and avert crisis.

The problem of trust is essentially psychological and a matter of personality and leadership.

- Make use of community resources to help with solutions.

Utilize information in the hands of law enforcement agencies which could be of major assistance in the identification and resolution of problems.

- Establish review committees consisting of parents, teachers and students of all races (represented in school) for the purpose of reviewing charges of discrimination and making recommendations to the principal. This committee could also handle complaints from the school community.

CURRICULUM

- Structure the curriculum to give each student a knowledge of his ethnic background. If a person does not have knowledge of himself and his position in society and the world, then he has little chance of relating to anything else. His history courses should take cognizance of the outstanding but little-known contributions of all races to the history of the United States and of their role in present-day society.

- Develop a relevant curriculum which faces up to vital issues and comes to grips with the controversies of war, violence, poverty, race, consumerism, segregation, the draft and commercial corporation influence. A relevant curriculum should meet the need for a serious consideration of such things as values and morality. Parents and students should be included in the planning and development of curriculum.

- Provide methods of instruction in as many areas of curriculum as possible which hold student interest through activities and involvement.

- Provide ways to include that segment of the student body that is not college-bound.

- Consider instituting mini-courses in which the basic consideration is student interest. Such a curriculum offers a variety of high-interest, short-term courses not available in the regular curricular structure. Faculty members, students, and community patrons with special interests and competencies can be recruited to teach mini-courses.

- Allow for meaningful dissent in the instructional programs. The secondary school curriculum is in desperate need of humanizing--of providing means for teaching students, not subjects--and of connecting traditional values with current questions.

- Afford opportunity activity programs to recognize all outstanding achievement and citizenship--strong motivating forces in any organization. The student who is active in music, speech, or athletics usually develops a sense of good citizenship and school pride. An activity program, giving all students a chance to participate, will help promote good campus moral and engender a unifying spirit.

- Develop programs which give students the opportunity to serve as volunteer workers in hospitals, laboratories, nursing homes, social agencies and in community projects of social consequence. Schools cannot do the total job of providing avenues of adventure and outlets for their restlessness and enthusiasm. Many students are now finding such an outlet in extremist groups.

- Provide a counselor who works with community agencies and businessmen so that students who wish to become "involved" can be guided to the proper channels off the campus.

CONTROL

- Arrange students' schedules so that each student is accountable to a faculty member every period of the school day.

- Provide monitors to report non-students on campus.

- Issue fact sheets. They can be very effective in dispelling the influence of rumors.

Establish a student-manned rumor center to ease tension and discourage acts based upon emotional response.

- Use the peer-group as a control. Student leadership should be more directly involved in the prevention of disorder. This leadership can be effective during the build-up of tension when rumors tend to aggravate the situation and emotions begin to run high.

- Station staff in the halls and corridors when students are not in class.

SCHOOL POLICY

- Develop school regulations based on individual freedom and the right of others.

Consider dress codes, but they should be treated as one of the more trivial items.

Develop policy which enables students to view it as serving and protecting them rather than as a suppressant.

Eliminate any rule or regulation from school policy which cannot be enforced.

Develop procedures for dealing with student complaints.

Inform students so they understand not only the policy, but the rational behind it.

- Provide for freedom of expression in the school paper. Censorship should be limited to such things as obscenity, vulgarity, and attacks on individuals.

- Urge students to take part in some decision-making through the student government.

- Start policy which indicates the intent of the Board of Education to maintain order in an environment conductive to learning.

- Develop policy which encourages the use of facilities for students and community activities beyond the regular school day.

FACULTY

- Evaluate strengths and weaknesses of the staff. Faculty support is not automatic. It is the result of a team attitude built over a long period of time.

Hold meetings with faculty to determine their beliefs, to ascertain the position they will take, and what they will support in the event of trouble.

Discuss, with the faculty, situations and tactics which dissenting students might use and which will give the administrator a better frame of reference for an actual crisis. Develop an awareness of "trigger words".

Certain words or phrases, many of which appear innocent on the surface, carry connotations which can trigger violent reactions when used in teaching, in discussions or in confrontations with specific groups.

Set guidelines for teachers to use in observing and reporting indicators of unrest.

Take a strong stand to verify that teachers fulfill their professional responsibilities in the classroom. Faculty members are accused by students of poor teaching and prejudicial attitudes.

Encourage teachers to make themselves available outside of regular classroom activities.

Make the schools more personal and humane. The administrator and his staff members should avail themselves of opportunities for human relations training.

Review the curriculum periodically with a look toward revitalization.

- Develop an effective guidance program. The guidance program should help students grow in decision-making skills as well as providing meaningful assistance with vocational and college planning. Small group counseling should be provided for the student who has no one to turn to when he needs to talk. Free counselors of administrative trivia so they can counsel and guide students.

STUDENT GOVERNMENT

- Re-assess the role and structure of student government and actually give student government a place in decision-making.

- Change requirements which limit participation in student government, athletics, and other extra-curricular activities.

- Urge students to take part in student government and or "open mike" forums.

- Provide for a forum or council with student representation from the various high schools. The general purpose would be to establish a mechanism through which students can discuss their concerns, and by which they can communicate with educational leaders.

MISCELLANEOUS

- Avoid grouping which segregates students by social class.

- Utilize parents effectively to assist school authorities in the prevention of student disorder. Each school PTA should discuss problems and arrive at conclusions concerning ways in which they can contribute to the maintenance of an orderly school environment.

Suggest that parents visit the school, tour facilities and have lunch. Any parent action who makes a show of interest will act as a deterrent to any planned disturbances. The fact that a group of parents appears on campus may have a salutary effect.

- Identify emerging leaders. Encourage them to develop their ability in constructive programs.

- Work toward smaller class size.

- Provide for periodic surveys of general school conditions by a committee of board members, administrators, students, teachers and parents.

SECTION 6

COMMISSIONER'S TASK FORCE ON STUDENT RESPONSIBILITY AND DISCIPLINE

GUIDELINES for SCHOOL DISCIPLINE

Commonwealth of Pennsylvania
Milton J. Shapp, Governor

Department of Education
John C. Pittenger, Secretary

Office of Basic Education
Frank S. Manchester, Commissioner
Harry K. Gerlach, Deputy Commissioner

Office of Planning and Evaluation
Ferman Moody, Assistant Commissioner
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INTRODUCTION

For the past several years there has been a growing concern in the educational community over what has been viewed as a general deterioration in student conduct. All types of discipline problems appear to be on the increase, and the most serious ones, which place the safety and welfare of students and teachers in jeopardy, are growing at an alarming rate. At the same time, policies and practices which for years have been effective in dealing with misconduct and in shaping responsible student behavior no longer seem to have the desired impact. Similarly educators often find these traditional disciplinary responses to be totally inappropriate for the type and seriousness of infractions with which they must now deal. Simply stated, educators find themselves in a situation in which acts of student misconduct have been increasing while the repertoire of effective disciplinary responses have been shrinking.

These major concerns of educators over the general deterioration in student conduct have been further reinforced by a Congressional Report which calls attention to the growing number of violent acts, such as rape, murder, extortion and gang warfare, going on in the schools. This same report places a $500,000,000 national price tag on acts of student vandalism. It is not surprising, therefore, that a 1975 Gallup Poll reported that school violence and vandalism ranked 8th among the public's educational concerns.

It was against this backdrop of mounting concern on the part of educators and the general public alike that Frank Manchester, Commissioner for Basic Education, called for the creation of a special task force to deal with problems of responsibility and discipline. In discussing the need for such an undertaking, Dr. Manchester noted:

> Last year, the state developed a statement on student rights and responsibilities that outlined constitutional rights of student clearly protected as a result of state and national court actions. In addition, guidelines were provided in these areas where there was no clear legal mandate. The statement focused principally on the rights of students in an attempt to respond to actual or pending court cases.
>
> The responsibilities component of the statement consisted only of a brief set of generalizations about student responsibilities. It now seems appropriate to address more specifically the issue of what kind of behavior should be expected of students in the Commonwealth secondary schools and what the schools can do to produce more responsible behavior on the part of students. The responsibilities component, in short, needs to be developed.
>
> The need for action in this area is buttressed by the continued press reports of increased violence and disruptive behavior in the schools and by recent studies of the use of suspensions in the schools such as the one conducted by the Children's Defense Fund. The schools must move now, before community or court actions limit their ability to respond.

STUDENT MISCONDUCT/DISCIPLINARY RESPONSE STRUCTURE

Central to any effective school discipline system is that element which presents the categories of student misbehaviors or infractions as well as the prescribed disciplinary responses or punishments associated with each. This element serves several important functions. First, it is through its articulation that students, parents and school staff come to learn which types of student behavior are unacceptable and to understand the consequences of these acts.

In addition to communicating to the school community important information about the discipline system, this pairing of misbehaviors and disciplinary responses also serves as a *point of reference* for policy making. All practices and procedures relating to student conduct and discipline should be directly tied to this element. For example, the disciplinary referral and records system, the hearing procedures and all of the day-to-day practices associated with the actual application of discipline by school staff should originate in this infraction/response component.

Finally, it is through the careful development of these categories of misconduct and their appropriate pairing with a range of sound disciplinary responses and options that the school attempts to insure that its disciplinary practices and procedures will be consistent, reasonable, fair and equitable. This aspect of *fairness and reasonableness* takes on added significance at this particular time, when school disciplinary actions are being challenged and are emerging as the central issue in a growing body of litigation.

As an acknowledgment of the importance it placed on this aspect of discipline system development, the Commissioner's Task Force on Student Responsibility and Discipline undertook as its first activity the preparation of a Student Misconduct/Disciplinary Response Structure. This scheme, presented in outline form in the accompanying chart (see page 6 and 7), was designed to provide schools with direction in developing a new student discipline system or to serve as a reference point for others in conducting a critical review of an established system.

In preparing this structure, the task force worked through a process which could be recommended for use by local committees engaged in similar activity at the district level. Using information supplied by a sample of 50 seconuary schools on the incidence of student misconduct and typical discipline responses, the task force:

1. Compiled a fairly comprehensive list of typical student misbehaviors and disciplinary responses.
2. Assigned individual misbehaviors to clusters on the basis of their relationship to one another.
3. Refined these clusters into clearly defined misconduct categories.
4. Assigned appropriate disciplinary responses to each misconduct category.
5. Tied these categories together into a logical structure having clear implications for further policy development.

As a result of this five-step process, the task force was able to develop the accompanying chart. This chart defines four levels of misconduct, provides six or eight typical examples of misbehaviors which fall into each and lists in a rough priority order the responses most appropriately used at each level. The task force members did not intend the list of examples and options to be all-inclusive or applicable to all schools. The members strongly urge each school to generate its own list of student offenses and to pair these with the appropriate disciplinary options available in that unique setting.

Categories of Misconduct

In reviewing this chart, it quickly becomes apparent that it represents a continuum of misbehaviors based on the seriousness of the act and the frequency of occurrence. Therefore, the infractions classified at LEVEL I are relatively minor and involve acts which only *minimally disrupt* the orderly conduct of the educational process. Often these LEVEL I misbehaviors take the form of simple classroom disturbances which do not materially interfere with the learning of other students or which involve minor infractions of general school rules and represent no threat to the health and safety of others. By contrast, LEVEL IV misconducts involve *criminal acts* and are so serious that they represent a *direct* and *immediate threat* to the welfare of other individuals. These acts always require the intervention of law enforcement authorities.

At the two levels between these extremes, the seriousness of the misconduct remains a primary classification factor, but the frequency of occurrence also plays a significant role in determining the most appropriate disciplinary response. For example, minor misconduct appropriately classified at LEVEL I could move to LEVEL II and subsequently to LEVEL III if the act persisted after intervention had been attempted at a lower level. Although the seriousness of the infraction remains the same, the *frequency of occurrence* requires that it be classified at a higher level where a different set of disciplinary responses could be applied.

In terms of seriousness, most LEVEL II misbehaviors could probably be characterized as "*victimless infractions,*" since they generally do not involve the welfare of others but could have a serious effect on the student's own education. On the other hand, misconducts in LEVEL III take on added gravity because they frequently involve a violation of the personal or property rights of others.

Discipline Procedures and Response Options

Accompanying the categories of misconduct in the chart are the procedures and disciplinary options suggested for use at each level. Procedures are viewed as *minimal actions* which must take place at each level. Options, on the other hand, include the range of disciplinary alternatives which might appropriately be applied to the infraction. By way of illustration, LEVEL III infractions call for several procedural actions, among which are the requirement of a disciplinary conference with the parent and restitution for any loss or damage resulting from the misconduct.

Along with these actions is a list of options which may be applied in certain situations to remediate or punish any act of misconduct in that level. Since the options included in the chart have been selected so that they fit the types of misbehaviors, the structure begins with those which are the least punitive and progresses through the levels to those which are more severe. Similarly, it should be noted that the amount of *formality*, *flexibility* and *discretion* exercised in applying these disciplinary responses also changes markedly from LEVEL I to LEVEL IV. As the relative seriousness of the act or infraction increase, the responses and options take on a more formal, limited and fixed character.

The previously noted attempt to match the seriousness of the misconduct with the severity of the disciplinary action would suggest that it would be reasonable in some instances to use options from a lower level to deal with higher level infractions. The converse, however, is not recommended. *Higher level options are not recommended for use at lower levels.* Those more severe options should be employed for less serious infractions only when the offense is repeated or when the lower level options fail to correct the misconduct. In the case of LEVEL IV, the gravity of the misconduct and the requirement to involve law enforcement authorities serve to limit the number of options available to the administrator and, in large part, preclude the use of most options prescribed for the lower levels.

Other Dimensions of the Structure

In addition to the misconduct/response classification scheme, the accompanying structure has several other important dimensions. Two of these are not readily apparent in reading the chart and therefore need to be highlighted.

Staff Responsibilities

In order for the misconduct/response structure to be translated into an effective discipline system, *each member of the school staff must thoroughly understand the structure and must accept responsibility for making the system work.* Teachers who assume that their role is strictly to teach and that student discipline is someone else's job are as much in error as administrators who hold that the good teacher can handle all problems of student discipline without any outside help.

Although every staff member plays a part in the overall system, the structure presented on the chart offers implicit direction as to the individuals who would have some primary responsibility for the disciplinary action at each level. At LEVEL I this responsibility falls mainly on the teacher, since misbehavior at this level usually occurs in the classroom or other settings under the teacher's control or supervision. Occasionally, the teacher will have to call on other people, such as the pupil personnel service staff, for assistance, but the responses at this level usually do not require the intervention of the administration.

By their nature, the infractions at LEVELS II and III almost always require that a building administrator be involved in the action. At these levels, misbehaviors are serious enough or occur often enough to demand special attention from someone other than the teacher. In addition, acts such as truancy or class-cutting require the use of responses which are usually not available to instructional staff. Very often, support staff are involved at these levels, as are resource persons from community agencies.

Although the building principal would almost always be involved with LEVEL IV infractions, these are so serious and the discipline response so severe that they would require the direct involvement of the chief school administrator, a special disciplinary committee or the board of school directors. As noted earlier, offenses at this level usually go beyond the capacity of the school discipline system and almost always draw upon law enforcement authorities.

Discipline Referral and Record Keeping

It was not possible to include in the chart much information on the referral and record-keeping procedures essential to the effective use of this four-level structure. However, certain assumptions are made about these procedures in the ways the levels are defined. For example, some type of referral process would be required to systematically bring unresolved LEVEL I misconducts to the attention of the administration for action at LEVEL II. A disciplinary referral of this type (from staff to administrator) would typically contain a statement of the problem and its possible cause, the steps which have been taken to correct the misbehavior and any recommendations for action by the administrator.

Similar referral and record-keeping procedures would need to be established for each level. The systematic development and use of discipline referrals and records insures that an accurate history of the problem will be available as part of any hearing or appeal process. It further demonstrates that a system of prescribed policies and procedures are used in arriving at fair and equitable disciplinary actions. More important, however, is the part these procedures play in remediating the problem. By having the school staff fully aware of the ways in which disciplinary referrals are handled at each level, efforts to correct the misconduct may be initiated promptly. Similarly, by maintaining accurate discipline records, we increase the chance that a full range of options will have been used in the effort to change the student's behavior.

With the assistance of the Pennsylvania Association of Secondary School Principals, 21 school districts were chosen to participate on the task force. These districts were selected to insure appropriate representation on the basis of size, geographic location and type of school community. The task force was charged with the major responsibility of preparing a set of guidelines which could be used by school districts to improve their discipline systems and to develop more responsible student behavior. Through the preparation of guidelines, the task force would attempt to:

- Prepare a framework which school districts could use in developing a discipline system or student conduct code.
- Recommend a structure for categorizing types of student misbehavior and for applying *"fair and equitable"* disciplinary responses to these categories.
- Broaden the overall range of disciplinary alternatives available in the school.
- Suggest options to the traditional disciplinary actions of suspension and expulsion.
- Establish standards of appropriate or desirable student behavior.
- Present model programs which have proven effective in developing greater student responsibility and positive behavior.
- Identify resources outside of the school capable of handling the most serious types of student misconduct.
- Present methods for creating a more effective relationship between the school and the juvenile justice system.

After completion of a first draft of the guidelines, the task force was expanded to include representatives from several of the professional educational organizations. This 33-member group reviewed and revised the draft, putting it into final form acceptable for distribution to the schools.

In that regard, it seems unnecessary to acknowledge the part the task force played in the development of this publication. With the exception of editing and printing by department staff, these guidelines and recommendations reflect the total effort of this group of dedicated individuals. Special note should be made, however, of the unique contribution of a three-member writing team appointed by the task force to translate the general ideas developed in the group's deliberations into the specific language contained in the accompanying pages. The writing team included:

Peter Flynn
Assistant Superintendent
Harrisburg City Schools

Robert Cooper
Director of Pupil Personnel Services
Conestoga Valley School District

Dave Sheneman
Assistant Principal
Bradford Area School District

STRUCTURE

PROCEDURES	DISCIPLINARY OPTIONS/RESPONSES
. There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior. . Repeated misbehavior requires a parent/teacher conference; conference with the counselor and/or administrator. . A proper and accurate record of the offenses and disciplinary action is maintained by the staff member.	Verbal reprimand Special assignment Behavioral contract Counseling Withdrawal of privileges Time-out room Strict supervised study Demerits Detention
. The student is referred to the administrator for appropriate disciplinary action. . The administrator meets with the student and/or teacher and effects the most appropriate response. . The teacher is informed of the administrator's action. . A proper and accurate record of the offense and the disciplinary action is maintained by the administrator. . A parental conference is held.	Teacher/schedule change Modified day Behavior modification Time-release program Social probation Peer counseling Referral to outside agency Paddling In-house suspension Transfer
. The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. . The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action. . A proper and accurate record of offenses and disciplinary actions is maintained by the administrator. . There is restitution of property and damages.	Temporary removal from class Social adjustment classes Homebound instruction Alternative program Temporary out-of-school suspension Full out-of-school suspension
. The administrator verifies the offense, confers with the staff involved and meets with student. . The student is immediately removed from the school environment. Parents are notified. . School officials contact law enforcement agency and assist in prosecuting offender. . A complete and accurate report is submitted to the superintendent for board action. . The student is given a full due process hearing before the board.	Expulsion Alternative schools Other board action which results in appropriate placement (see discussion of expulsion issue)

ISSUES AND RECOMMENDATIONS

The task force clearly intended the misconduct/response structure to serve as more than a mere illustration or simple classification scheme. The members designed it in sufficient detail that it could be used in schools as a *foundation or reference point* for the development of a total discipline system. They also hoped that the structure would be sufficiently comprehensive and flexible to meet the variety and range of problems which exist from district to district.

It was clear to the members from the start that developing a structure with both wide applicability and adequate specificity would be difficult. Above all, they were aware that no scheme, however carefully conceived, could incorporate enough of the necessary elements to cover all of the disciplinary problems which could arise in all of the schools of the Commonwealth. To eliminate all ambiguity, some members felt that a glossary, which would more specifically define the terms used in the document, should be included. Others felt that certain concepts should be presented in greater detail. Ultimately, it was the consensus of the group that, while these might be desirable in certain instances, their overall effect would be to limit the flexibility by the structure and remove from the school district some of the discretion it must exercise in creating a structure designed to meet its needs.

Consequently, during the task force discussion, there arose a number of important issues and concerns to which the classification structure did not appear to apply directly or about which the model provided no recommended course of action. In attempting to deal with this limitation, the task force developed the following section, which presents a brief overview of several of these issues and recommends procedures which could be used in conjunction with the misbehavior/response structure.

Suspensions

Issue

Out-of-school suspension has been, and continues to be, one of the most widely used disciplinary actions. Heavy reliance on this form of punishment persists in the face of mounting public concern and despite certain restrictions resulting from the student rights movement and court action.

Regarding the general use of out-of-school suspension, educators appear to be in fundamental agreement on three points. First, they concur that this singular disciplinary response is probably overused and often applied to situations where the seriousness of the miscounduct does not merit putting the student out of school. Second, they affirm the long acknowledged fact that this form of disciplinary action has little impact on many students. Evidence pointing to the repeated use of out-of-school suspension with the same students shows that it often fails to correct the misconduct to which it is being applied. Finally, even though strong arguments are being developed to eliminate this response, educators are in general agreement that the out-of-school suspension must be retained as a disciplinary option.

In defending this practice, they note that out-of-school suspensions are quite effective in deterring and remediating certain student misbehaviors and that they are essential in certain situations as a *"cooling off"* procedure or as a way of removing a threat to the safety and welfare of other students.

Issue

Expulsion is generally considered to be the most severe penalty the school can impose. Since expulsion involves the termination of the educational right, full due process is required and the action is often subject to challenge in the courts. With the adoption of the State Board Regulations on Student Rights and Responsibilities, there has been a growing reluctance on the part of some districts to use the disciplinary action of expulsion. At the same time, however, there appears to be a growing number of acts of misconduct which would be serious enough to merit this action. In districts which do not have alternative programs to deal with students who have committed LEVEL IV infractions or who pose a clear danger to the welfare and safety of others, the student is allowed to remain in school or is expelled without any provisions for further education.

Recommendations

1. Districts should develop discipline alternatives which will enable them to remove dangerous students from the school program and provide them with some form of education. These alternatives should be designed so that they could be used in place of expulsion and also offered to students who have been expelled and are unable to secure an education.

2. Where students commit serious acts of misconduct which warrant their removal from school to protect the welfare of others and where no alternative forms of discipline are available, the district has an obligation to initiate expulsion.

Restriction on Extracurricular Activities As a Discipline Option

Issue

In responding to student misconducts, schools frequently use the disciplinary action which prevents the offending student from participating in social functions of the school or in extracurricular or cocurricular activities. This form of disciplinary response is employed in dealing with a wide range of student misbehavior, involving both serious and minor infractions.

Parents are often strenuously opposed to this form of sanction and assert that the student's educational rights cover all activities conducted by the school. They further contend that restricting the student from participation in activities, such as athletics, could jeopardize the student's chances for furthering his or her education and could have a decided impact on career opportunities later in life.

Where these restrictions are practiced, they are frequently not supported by the total staff. Faculty sponsors of extracurricular activities are quick to point out that these prohibitions only penalize students who have chosen to engage in an activity. Students who do not participate in social or extracurricular functions have to be punished differently for the same offense. The critics of this disciplinary practice would urge that restrictions on student participation in these activities be limited to offenses directly involving the social or extracurricular function, not as a penalty for unrelated misconduct.

Recommendations

1. Participation in social or extracurricular activities should be considered a *privilege rather than a right*. Since individuals who engage in these activities frequently have the honor of representing their school before the public, the school has an obligation to see that these students exhibit the type of behavior and responsibility befitting this privilege.

2. Although these disciplinary restrictions may be particularly effective in deterring student misconduct, a school should limit the use of these to severe offenses which require stringent disciplinary action. In addition, a school should publish beforehand those actions which will result in this type of prohibition so that students, parents and the entire school community are aware of the consequences of certain types of misconduct.

3. School personnel should only impose restrictions on students participating in social or extracurricular activities where they are clearly provided for and regulated by school policy. Where there are violations of school rules which call for such prohibition as a disciplinary response, great care should be taken to see that this action is uniformly and consistently applied to *all* offending students. In developing this policy, the administration and the board should seriously consider the ramifications of this form of discipline on the student's overall development.

Responsibility and Discipline for Students Beyond Compulsory School Age

Issue

In Pennsylvania, 17 has been designated as the age at which students are no longer required by law to attend school. This age, however, is in no way intended to delimit the student's right to an education, which may be exercised until the individual reaches the age of 21. The four years between age 17 and 21, therefore, represent a period in which students remain in school not because they are compelled to do so, but rather because they freely choose to be there.

A school has a right to expect that as students approach the age of 17, they should exhibit more mature behavior and in turn be more accountable for the consequences of their actions. New rights and freedoms acquired as the student approaches adulthood always carry with them an added measure of responsibility.

This would seem to be especially true of 18-year-olds, who now have the right to vote and to exercise other important prerogatives accompanying the age of legal majority.

There are always, however, a small minority of older students who fail to accept this responsibility. Some of the disciplinary actions available for younger students are inappropriate for older ones, especially those actions which might be applied in cases of chronic nonattendance, tardiness or violations of a less serious nature.

In short, this issue may be summarized in the form of a question. Do the school's rules of student conduct and discipline apply equally to students 17 years old or older and, therefore, beyond compulsory attendance age?

1. Each school district is urged to review its existing discipline system and to frame a code of student conduct consistent with the basic concepts outlined in the guidelines. Consistency should be balanced, however, with the demands of the local situation so that the integrity of the local school and the relevancy of the discipline code will be maintained.

2. In framing the new conduct code, there should be involvement of the entire school community, ranging from total administrative commitment to student participation. Above all, real participation by the school's faculty is an essential ingredient in the overall success of the project.

3. The finished product should not be reduced to a catalague of "thou shalt nots" but should also stress positive behaviors expected of the responsible student. Practical standards rather than idealistic generalizations should be the measure here.

4. The board should adopt the code as school policy. Prior to board adoption, however, the document should be presented to the school solicitor for review and should be broadly circulated to the school community for its reaction.

5. Upon adoption, the code should be made available to all members of the school community in order to familiarize them with the contents of the document and the lines of authority in the school's discipline system. A full program of staff in-service should be held prior to the code's implementation.

CONCLUSION

As a parting note, there was some concern expressed by all members of the task force that some may choose to interpret these guidelines in a narrow perspective without taking into account the ever-present ramifications in individual disciplinary situations as they arise in a local school district. Not one task force member saw the guidelines as prescribing an ironclad system of infractions and punishments to be meted out in a computer-like fashion by the school administrators. Rather, these guidelines were seen as an impetus towards the development of local student conduct codes designed to create a spirit of fairness and equity in the teachers and administrators and to nurture a positive student attitude toward discipline which would enhance the overall learning climate in the schools. In underlining the role of the principal, the task force members saw no substitute for the good building administrator who has the ability to translate the guidelines into action with a genuine sense of compassion and openness towards faculty and students alike.

Finally, the task force members would like to envision the proposed guidelines as helping good administrators and teachers to make difficult judgments in dealing with errant behavior on the part of a minority of students and thus freeing them to get about the business of educating the truly responsible students.

In consideration of the limitations inherent in either of these approaches to discipline, the task force makes the following recommendations:

1. Conduct and discipline codes should explicitly define unacceptable student behavior and should carefully describe the disciplinary actions attached to each incident of misconduct. Where several options might be appropriate for the same type of offense, the circumstances under which each would be applied should be noted.

2. Fixed responses should be prescribed for certain offenses. The more serious kinds of misconduct generally should elicit the same type of action in each instance. Discretion in administering the recommended punishment should be applied only in unusual circumstances.

3. Every effort should be made to avoid situations which imply preferential treatment in the administration of discipline. Policies and practices should apply equally to all students.

4. All school staff members should know the student conduct and discipline code and should use it consistently in all cases of student misconduct. Violations of the code should never be ignored, and all offenders should be dealt with in a manner consistent with the code.

DEVELOPING A LOCAL STUDENT DISCIPLINE AND CONDUCT CODE

There is little consensus among educators concerning the sociological and educational factors which have contributed to the deterioration of student conduct and the general breakdown in discipline in some schools. It is not surprising, therefore, that there are many opinions regarding the necessary steps which must be taken to restore positive and responsible behavior on the part of students.

Complex as this problem appears, most individuals who have had to deal with it on a day-to-day basis are in agreement concerning one essential step which must be taken in seeking a solution. This essential step involves *the development and application of a soundly conceived comprehensive code for student conduct and discipline.*

It was within this context that the task force chose as its first priority the development of a set of guidelines which would help schools prepare their own codes. The format of this document suggests only a framework around which more complete local policies and practices could be constructed to meet the unique needs and expectations of each school community.

In urging the preparation of a student discipline and conduct code by each district, the task force members did not labor under the illusion that this activity represented the ultimate answer to the problem of student discipline. In a situation where the causes are many and the cures few, where progress must be realized in small increments, they reasoned that the development of a constructive document on discipline and conduct represented one activity which could prove singularly effective in a variety of local settings.

The task force members felt that several implementing recommendations were required to assist local districts in their efforts if the guidelines were to have the desired impact.

Recommendations

1. School rules and disciplinary procedures should apply equally to all students. Even though students over the age of 17 are not required to be in school, they are still entitled to all of the due process guarantees available to other students.

2. In dealing with students of compulsory attendance age, the school has the obligation to exhaust all other disciplinary options before the student is excluded from school. For older students who should assume more responsibility for their behavior, frequent or serious misconduct of the same type could warrant a singular action by the board for the individual's removal from school.

3. Where schools hold higher expectations concerning the behavior of older students or apply disciplinary options in a different manner for this group, these facts should be clearly conveyed to students and parents.

Consistency and Fairness in Discipline

Issue

Certain very obvious parallels exist between our criminal justice system and the discipline system in our schools. Whether they are administered in the courtroom by the judge or in the classroom by the teacher, both systems attempt to bring about responsibile behavior by carefully defining unacceptable acts and by prescribing their consequences.

The common elements shared by the criminal justice and school discipline systems give rise to similar problems. One is the issue of consistency. A major area of controversy in our justice system centers around the broad discretion allowed in the sentencing of offenders. This considerable latitude not only results in identical violations receiving very different punishments, but also produces what many feel are mismatches between the seriousness of the offense and the severity of the penality.

It is not uncommon to hear students and parents criticize the application of discipline in the schools on the same basis. They assert that the rules for student conduct are ambiguous and inconsistently administered and that the penalties for breaking these rules are not applied equally to all students.

Even though the concept of equal justice for all is often difficult to realize in the school situation, every effort should be made to assure that an evenhanded, reasonable and consistent approach to discipline is always practiced. These factors are essential if the system is to command the respect and confidence necessary to make it work.

Recommendations

The task force acknowledges the need for teachers and administrators to exercise discretion in dealing with student misconduct. A rigid system of mandatory discipline responses for certain offenses seldom proves workable because it fails to recognize the specific circumstances surrounding some instances of misconduct. On the other hand, discipline administered on a case-by-case basis with considerable flexibility of response is often inconsistent, inappropriate and inequitable.

Recommendations

1. Each district should consider establishing limits on the number of times a disciplinary response, such as detention or suspension, will be used with a student. *Responses which fail to correct the misbehavior should be discontinued.* When these limits are reached, other prescribed corrective actions should be initiated. Repeated offenders would merit more severe responses, but some cut-off point should be determined so that the most punitive actions are reserved for the most serious acts and not applied to cases of minor chronic misbehavior.

2. To deal effectively with repeated infractions, a wide range of disciplinary options must be available. Each school district should examine the range of disciplinary options available to deal with chronic offenders. Where these options appear limited, an effort should be made to expand the number. In addition, schools should develop procedures for the sequential application of these options based on the frequency of the misbehavior. This procedure would prescribe the action which would be taken for the first, second or third occurrence of the infraction.

Dealing with Criminal Violations (LEVEL IV)

Issue

There is considerable confusion about the role of the school in handling misconduct which is clearly criminal. Some educators attempt to deal with very serious offenses by using the disciplinary mechanisms of the school without involving law enforcement agencies. Others take no action against the student and delegate full responsibility to law enforcement agencies. They feel that disciplinary action by the school against students who are turned over to the authorities for legal action might constitute *"double jeopardy."* In these cases, students awaiting a hearing or a trial remain unpunished by the school. Allowing these students to remain in their regular classes creates a situation which could result in a threat to the health and safety of others in the school as well as a general deterioration of student morale and discipline.

Recommendations

1. Due to the seriousness of LEVEL IV offenses, the student's continued presence in school would constitute a threat to other persons and would have a negative impact on the general morale of the school. *Verified LEVEL IV misconduct should result in the immediate removal of the student from the school, pending a hearing before the board.*

2. Schools are obligated to report these offenses to the appropriate law enforcement agency and to assist these agencies in investigating and prosecuting the offender. In cases of assault and/or battery on a student or school employe, it is incumbent upon these persons to press charges. The district should encourage this practice and give full support to the aggrieved individual in the legal pursuit of the matter.

3. A student charged with LEVEL IV misconduct should be given a full due process hearing before the board, which should take prompt and appropriate action. Since disciplinary action by the school in criminal matters does not constitute *"double jeopardy,"* the board need not await the disposition of the hearing or trial.

Recommendations

1. Each school district should critically examine its policy and practice relating to the use of out-of-school suspensions. This review should attempt to determine if the infractions or misbehaviors warrant the student's removal from school. *As a rule of thumb, out-of-school suspensions would be most appropriately used for misbehaviors which materially disrupt the educational process or which pose a threat to the safety and welfare of others.* This form of discipline might be employed for less serious offenses which recur, but seldom in response to the first instance of the misbehavior.

This recommended review might also be used to assess the degree to which out-of-school suspensions are effective in reducing or eliminating the incidence of student misconduct. Where suspensions are repeated and obviously are having little impact, some other disciplinary option should be sought.

2. Where out-of-school suspensions are frequently used or are found to be generally ineffective, the district should create an in-school suspension option. While in-school suspension differs from the regular program in that there is a lack of movement from class to class and a loss of privilege, such as intramurals, it nevertheless provides the student with planned and supervised instruction in the basic subjects. Since an in-school suspension program would allow the student to remain in school and to maintain a program of studies while under supervision, this response would be considered less punitive than removing the student from school and, therefore, would be appropriate for a wider range of infractions.

Repeated Infractions

Issue

Every school discipline system must be able to cope with the problem of repeated misbehaviors by the same student. Often these infractions are relatively minor but take on greater significance because they persist after disciplinary action has been taken. Administrators usually respond to this situation in one of two ways.

First, they may deal with the repeated misconduct by applying the same remedy over and over, often in progressively larger doses. By way of example, a student may receive five or six suspensions for repeated infractions of the smoking rules, or accumulate 40 or 50 nights of detention as a result of continued tardiness. Very often, the penalty accumulates to a point where it cannot be readily enforced.

Second, they may attack the problem by applying progressively harsher responses to each recurrence of the misbehavior. In this way the responses rapidly grow in severity to a point that they no longer bear any relationship to the relative seriousness of the offense.

In preparing the misbehavior/response structure, the task force attempted to provide guidance on the issue of repeated infractions. The scheme therefore provides for the reclassification of misbehaviors which continue after intervention. The task force felt, however, that additional recommendations were required to assist schools in implementing this aspect of the model.

LEVELS	EXAMPLES
I. *Minor* misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school. These misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel.	Classroom distrubance Classroom tardiness Cheating and lying Abusive language Nondefiant failure to complete assignments or carry out directions
II. Misbehavior whose *frequency* or *seriousness* tends to disrupt the learning climate of the school. These infractions, which usually result from the continuation of LEVEL I misbehaviors, require the intervention of personnel on the administrative level because the execution of LEVEL I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.	Continuation of unmodified LEVEL I misbehavior School Tardiness Truancy Smoking in unauthorized areas Using forged notes or excuses Disruptive classroom behavior Cutting class
III. Acts directed agains persons or property but whose consequences *do not seriously endanger* the health or safety of others in the school. These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interests of all students.	Fighting (simple) Vandalism (minor) Possession/use of unauthorized substances Stealing Threats to others
IV. Acts which result *in violence* to another's person or property or which *pose a direct threat* to the safety of others in the school. These acts are clearly criminal and are so serious that they always require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and action by the board of school directors.	Unmodified LEVEL III misconducts Extortion Bomb threat Possession/use/transfer of dangerous weapons Assault/battery Vandalism Theft/possession/sale of stolen property Arson Furnishing/selling/possession of unauthorized substances

PREFACE

These guidelines represent the partial completion of the first phase of a three-phase comprehensive study of discipline in the schools of the Commonwealth. In preparing a document of this type, the Task Force on Student Responsibility and Discipline attempted to present a practical, reasoned approach to the complex issue of student conduct and to provide clear direction for schools as they deal on a daily basis with the difficult problem of student discipline.

Several of the major objectives outlined by the Commissioner for Basic Education in his charge to the task force have not, however, been realized in this guideline statement. Missing is a detailed treatment of the options to the traditional disciplinary actions of suspension and expulsion and a thorough consideration of the full range of alternative disciplinary programs. To fully meet these objectives, the task force is presently preparing an addendum to these guidelines which will contain examples of a wide range of disciplinary techniques, programs and practices that have proven successful in the schools. The distribution of this addendum will mark the completion of Phase I of the study.

At the time of the publication of these guidelines, a second task force has been created to deal specifically with the most serious types of student misconduct, including acts of violence and vandalism. This activity represents Phase II of the discipline study.

The same group which prepared this document will undertake a final third phase of the study. Early next year the Task Force on Student Responsibility and Discipline will be reconvened to identify positive programs for creating more responsible student behavior and to explore methods of preventing discipline problems before they occur.

Prior to the start of the 1977-78 school year, all three phases of the comprehensive study on discipline should be concluded, and the various reports and recommendations should be published for distribution.

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The following suggestions were selected from the REPORT OF THE SUB-COMMITTEE TO INVESTIGATE JUVENILE DELINQUENCY of the COMMITTEE ON THE JUDICIARY OF THE UNITED STATES SENATE. The February 1977 report was entitled CHALLENGE FOR THE THIRD CENTURY: EDUCATION IN A SAFE ENVIRONMENT-FINAL REPORT ON THE NATURE AND PREVENTION OF SCHOOL VIOLENCE AND VANDALISM.

-Principals should establish uniform and clear disciplinary practices to insure that all teachers and students know and understand school rules and the procedures for enforcing them.

-Principals could form a committee of students, teachers, parents and administrators to draw up a proposed written code of rights and responsibilities which in turn can be submitted to the school community for adoption.

-An antitruancy committee consisting of a parent, a counselor, and a student could be formed to visit the homes of truants and potential dropouts and encourage them to return to school.

-Teachers and principals could hold discussions with student groups on violence, vandalism and related problems in the schools. Students should be encouraged to provide suggestions to alleviate the problems.

-Principals could visit the homes of people who live in the neighborhood and request their help in keeping watch on the school building when it is not occupied.

-An overall school safety committee could be formed made up of students, custodians teachers and parents to present suggestions to the principal on methods of controlling problems.

-Alternatives to suspension for non-serious offenses such as behavior contracts or cool-off rooms could be instituted.

-Custodians should keep extra materials available to effect rapid repairs and avoid the epidemic effect of vandalism.

-School officials should seek out isolated areas of the school where problems are likely to occur and close them off or provide for increased supervision or activity at critical times.

-School officials should meet with teachers to insure that they understand school policy in critical situation such as a fight in a classroom or a crowded hall.

-Students and teachers should be encouraged to promptly report intruders on school grounds.

-A counseling program might be initiated to provide assistance to students or teachers who have been the victims of assaults....

Despite the obvious difficulty in coping with the manifestations of delinquency, and their intricate pattern of family, school, and societal problems, the subcommittee has found that the educational community can contribute to the delinquency prevention effort by formulating various programs and strategies to minimize school violence and vandalism while maximizing the potential for a more fulfilling learning experience.

Community education programs that can reduce vandalism costs and turn a school from a target of opportunity into a valued community resource;

Optional alternative education programs to insure that schools can more adequately respond to the wide variety of learning styles found in any student body;

Alternatives to suspension that can provide school administrators with additional, more effective methods of responding to non-dangerous, but troublesome student rule violations such as truancy, tardiness or smoking. Through our studies we have found that a great number of incidents involving school violence and vandalism are caused by school-age intruders who are not presently enrolled in school. We must seek to provide our educators with the additional measures they need to respond to school violations so that youngsters are not placed out on the streeet with no supervision whatever, purely on the basis of ordinary non-dangerous rule violations. Too often unwarranted suspension results in an increase of a school's disciplinary problems rather than a decrease;

Police, school, community liaison programs to allow these entities to become better acquainted with each other and develop a mutual acquaintancy in a friendly, informative, and personable atmosphere.

Teacher education courses to help future educators develop more of an awareness of these problems before they enter the classroom and provide them with training in the most effective methods of handling disciplinary situations with special emphasis on fostering sensitivity toward problems of student development;

School security personnel properly trained and educationally oriented to control problems once they arise, and additionally, institute programs to avoid critical situations in the future;

Counseling and guidance programs to help students resolve their problems in an appropriate and postive manner;

Student and parental involvement in various programs to reduce violence and vandalism as well as other aspects of school life that can be helpful in establishing a postive community spirit.

Some additional comments have been selected from the above report.

In addition to reducing the opportunity for crimes against staff and students, Professor John Zeisel of the School of Design at Harvard University found that more thoughtful designing can also help to reduce vandalism costs. One aspect of this study concerns the losses generated by glass breakage. Since this is often the single largest vandalism expense incurred by a school, some adjustments in the way windows are placed throughout the building may help reduce these losses.

> Glass breakage in school is the largest property damage problem and expense. While some glass breakage is malicious and related to theft, much glass breakage is not purely malicious vandalism. For example, a student sitting on a radiator, kicking and cracking a vulnerably placed glass panel in an adjacent door. Or, during a fight, one student pushes another into a window, resulting in damage. While damage to the child is malicious, the damaged window is an unintentional consequence, non-malicious in character.
>
> Much of this damage could be avoided if those playing near glass had a different attitude; but as long as kids are

kids, such dangerous play will take place, and fragile environments will be damaged.

There are several possible renovation responses:

1. Identify, replace, protect or remove windows which are vulnerably placed in formal or informal gathering and play areas.
2. Replace damaged large panes of glass with small panes, so that one break can be inexpensively or easily replaced.
3. Replace with panels all glass up to three feet from the floor, as this area is most vulnerable to damage.
4. Where acrylic or plexiglass is used instead of glass, avoid placing it in hang out areas within reach of people standing on the ground. Problems with these materials include: carving, burning, scratching and fading. In addition, while a pane of plexiglass or acrylic may not break, it may be entirely knocked out of its frame.
5. Use double-layer or extra thick tempered glass where plexiglass is inadvisable.
6. When possible, remove useless windows entirely from student stores, administration storage offices, and industrial storage areas.
7. When all other possibilities have been tried and proved unsuccessful, install tin wire mesh security screens over ground floor windows.

The following recommendations were selected from the 1978 Final Report of the Committee to Study Violence in the Public School of the New Jersey School Boards Association.

-Encourage regular meetings between juvenile officers and school officials, develop rapport between school officials and the juvenile judge. Provide opportunities for positive contact between the police and students during school hours. Enhance positive attitudes in students toward upholding the law and understanding why laws are necessary.
-Appoint community advisory groups for maintaining safe schools.
-Request regular reports on the status of implementation of educational prescriptions developed by child study teams.
-Support the efforts of teaching staff in fighting child abuse.
-Incorporate in early childhood education the involvement of and instruction of parents in child development. Provide instruction in later grades in child-parent relationships.
-Investigate and provide various means for enhancing student supervision and order to activities outside the classroom.
-Encourage students, teachers, and others who may be victims of violence to report such actions to school officials.
-Review and update record-keeping policies and procedures.
-Call upon teaching and support staff to promote by example as well as through instruction (1) methods of harmonious conflict resolution, (2) respect for others, (3) enhancement of self-esteem and self-worth, and (4) respect for the property of others.